



THE MAGAZINE OF

BETTER SCHOOLS

ADMINISTRATION

The Nation's Schools

DECEMBER 1950

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resources for adult education • School's first lady • Secret
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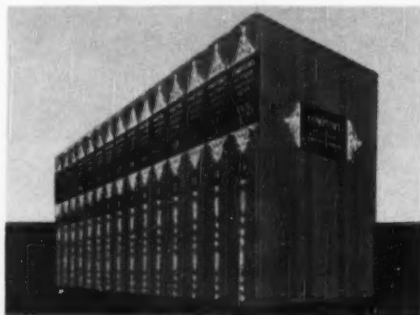
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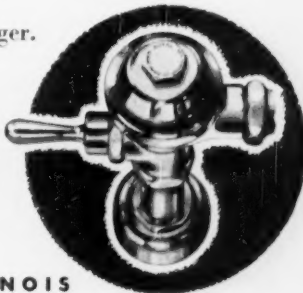
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AMONG THE AUTHORS



Paul L. Essert

PAUL L. ESSERT was a logical choice as executive officer of Columbia University's interesting new Institute of Adult Education. For the last three years he has been professor of education at Columbia, his specialties being the reorganization of secondary education to meet the needs of individuals in a world of social change, character education, vocational education, out-of-school youth problems, and adult education. One of his interesting jobs on the way up in education was the principalship of the well-known Emily Griffith Opportunity School in Denver. Just before he went to the Teachers College post at Columbia, he was superintendent of schools at Grosse Pointe, Mich. Dr. Essert is a Westerner; he took his A.B. at Wyoming, his A.M. at Colorado State College, and his D.Ed. at Teachers College, Columbia. His is the leading article in this issue (p. 31); a second article will follow.



E. C. Abbott

The high school fraternity-sorority problem at Lansdowne, Pa., is being solved by school and community co-operation, says E. CARLTON ABBOTT, Lansdowne superintendent (p. 37). Before he accepted his present position in 1947, Dr. Abbott was a teacher and coach at the Spaulding High School at Barre, Vt., the Allentown Preparatory School at Allentown, Pa., and the high schools at Lansdowne, Pa., and Princeton, N.J. He returned to Lansdowne as high school principal in 1937. Dr. Abbott received his Ph.D. degree from the University of Vermont, his M.A. from Columbia University, and his Ph.D. from the University of Pennsylvania.

C. C. LOEW, co-author of "A Community Looks at Its Schools" (p. 40), is superintendent of schools at Urbana, Ill. He has taught social studies, makes social studies, and practices what he preaches about social studies. Right now, for example, he is serving on the board of directors of the Champaign County Red Cross Society and of the Community Council on Social Agencies. He has been top man of the community Rotary Club, of the Masonic lodge, and of the Illinois Council for the Social Studies. He participates in many professional organizations, both fraternal and "open." His A.B. is from Illinois College and his A.M. from Washington University.

MERLE R. SUMPTION, joint author of the article, is head of the division of school organization and administration of the University of Illinois Bureau of Research and Service. He was once director of personnel for the public schools of St. Louis. He is the



C. C. Loew

author of "Three Hundred Gifted Children" and co-author with Harlan Beem of "A Guide to School Reorganization in Illinois."



Ivan S. Davis

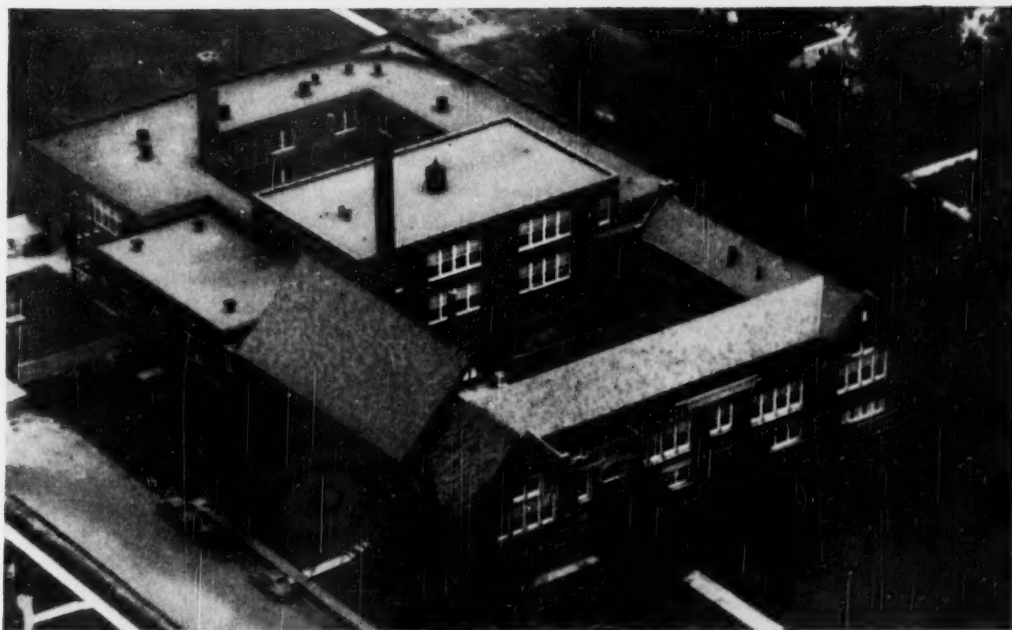
IVAN S. DAVIS, who discusses on page 47 the rôle of the superintendent's wife, nominates Mrs. Davis as an outstanding example of the right kind of school administrator's wife. The Davises have been married 20 years and have four children, ranging in age from less than a year to 19 years. Mr. Davis has been superintendent at Merrill, Mich., since 1939. He treks up north every year for some deer hunting and in 18 years on the trail has bagged 10 bucks and a bear. This helps keep him in condition, as he was once a varsity track man at Central Michigan College of Education, doing the mile, 2 mile and half-mile.

Director of student teaching and the laboratory school at the University of Wisconsin, GLEN G. EYE also is professor of education. That connection makes the more interesting his thesis (p. 65) regarding a reversed in-service program. Midwesterner by birth and formal education, he started his professional career as a mathematics teacher at Big Timber, Mont. In a couple of jumps he was superintendent of schools at Miles City, Mont. His next stop was Ogden, Utah, where he became principal of the senior high school. Back to Wisconsin to pick up a doctor's hood in 1942, he settled down on the spot as principal of the university high school, taking over his present post in 1947. Another Rotarian past president, Dr. Eye also is active in sundry professional organizations. His diversions are golf and—he must have started this in Big Timber—sawing wood.



Glen G. Eye

HOLLIS ANDREW MOORE, Jr., high school dean of boys in Austin, Tex., and contributor of the article on the junior high (p. 64), is a doctoral candidate at the University of Texas. A graduate of Baylor University, he has done graduate study at his alma mater, at Brown University, and at Texas. During the summer he was workshop consultant at Colorado State College of Education, and that workshop forms the basis of his article. Mr. Moore's field of greatest professional interest is community participation in educational planning. Last year there were published his findings in a survey he made, at the behest of the Texas State Board for Vocational Education, of the probable demand in Texas for elementary teachers in the period 1949-54. Mr. Moore is a Purple Heart veteran of World War II, his service was with the 11th Armored Division in the European Theater.



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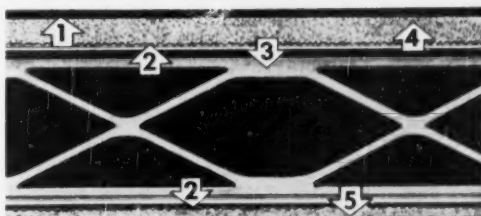
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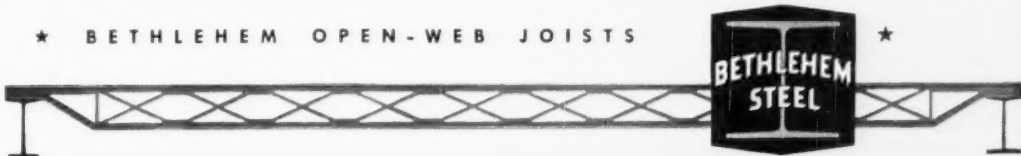
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Roving Reporter

First Graders Operate Grocery Store . . . Oak Ridge Ninth Grade Hits Front Page Every Time . . . Arts High School Students Present Complete Grand Opera . . . Upper Grade Pupils Install and Run Their Own Art Exhibition

WHEN FIRST GRADERS at the Lincoln School in Stillwater, Okla., decided to open their own grocery store in a corner of their classroom, they visited a near-by store to find out about prices, arrangement of merchandise, and the methods the clerks use in their work.

When the 55 youngsters went to the large grocery store they were divided into three groups, one which priced and studied arrangements of canned



goods, the second, fresh fruits and vegetables, and the third, meats, dairy products, and frozen foods. After completing their price lists the children visited all parts of the store.

For their own store the children have counters and shelves made from orange crates. On the shelves are staple goods, paper milk cartons, boxes of wooden eggs, and many other items. The youngsters equipped their store with toy cash registers and scales, and the local telephone company gave them sample phones.

The boys and girls act as clerks and as customers. They order groceries by phone and in person, charge their purchases or pay for them in cash. And they learn their arithmetic by figuring grocery bills.

A CLASS in Oak Ridge, Tenn., hit the front page of the local newspaper with every project it studied in 1949-50.

Believing that if education is meaningful, vital and pertinent to the needs of the child and the community it

automatically is news, an Oak Ridge faculty member reported, as an experiment, everything one class did in the way of learning during the school year.

The class was ninth-grade social living (English and social studies combined in a two-hour core class) in the Jefferson Junior High School. One of its projects was writing to pupils in the eight other Oak Ridges in the country, asking for information about the towns. Before writing the letters the youngsters practiced writing, spelling and punctuation and did research on their own home town.

Another project, "Student Operation Needle," was a junior counterpart of an adult attempt to encourage Oak Ridges to vote in governmental elections. The pupils did library research and talked with 250 voters.

Other classes in the Oak Ridge schools also made the newspapers when they attended a town council meeting, studied teeth, made a replica of the Statue of Liberty, and attended a bicycle school.

ARTS HIGH SCHOOL in Newark, N.J., is one of the first American high schools to present a complete grand opera, using its own students and resources.

"Cavalleria Rusticana" was chosen because it is brief and did not demand too much of the six soloists; it has a large chorus, it needs only one stage setting, and its music can be played by a small symphonic band.

The soloists practiced after school, but the orchestration was prepared and the chorus of 75 was trained during regular classes. The school's art, English and science departments helped with the costumes, sets, lighting and staging.

The production was highly successful. The opera was broadcast by station WNJR, and, at the request of the

board of education, a special performance was given for leading citizens in the town.

Students with outstanding ability are trained in art and music at the Arts High School and at the same time receive an academic education. Many graduates become teachers or have professional careers in the arts.

VISITORS at the Guilford School art exhibition in Cincinnati saw everything from oil paintings to dolls, from wood sculptures to pictures made with crayons.

Children in the fourth to the eighth grades experimented for weeks with various media and pigments. The classes screened their own members' work, deciding what was worthy to be included in the exhibit. Many children worked after school to complete their projects.

Then the children selected the proper backgrounds and materials against which to display their work. Satin, silk, burlap, wood, string and many other materials were used.

On the day of the exhibit local friends sent flowers. Spotlights were turned on the displays—a miniature



Fourth Street, built from old boxes by fifth-grade pupils, masks, abstractions, papier-mâché figures, cut-outs, designs.

The exhibition, faculty members feel, gave the children self-confidence. Too, it united the pupils, for all of them were part of the show whether they made invitations, rigged the spotlights, were hall guides, or helped hang entries.

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Questions and Answers

Television in Teacher Education

Should teacher education include preparation for use of television in the schools, especially since it offers opportunities for drama and pageantry not possible with radio?

Teacher education should include specific and intensive training in the use of all types of teaching aids from the universal chalkboard with which every school classroom is equipped to the latest integration of many arts which we call television. Existing courses in teacher education institutions at the present time fall far short of achieving such comprehensive aims. Television at the present time is far from universally available to public schools in the United States. A few significant experiments with television instruction are being carried on in public school systems, and guidance for all of us will come from the reports of these ventures.

We must intensify our teacher training efforts with tools and techniques and equipment that are more readily available. If a teacher can successfully vitalize his teaching by the use of pictures, posters, models, bulletin boards, slides, slide films, and motion pictures, he will be able to use television skillfully when it becomes more readily available. The fundamental principles of using teaching aids are the same no matter what the particular aid may be. These principles may be summarized by the following questions:

Is this material relevant to teaching objectives?

Have I carefully planned the introduction of this material into my teaching unit?

Can I use this material skillfully?

Have I planned follow up work that capitalizes upon this material?—NORMAN WOHLFEL, professor of education and director, teaching aids laboratory, Ohio State University

Public Relations Program

What is the best procedure for a continuing public relations program?

An effective continuing public relations program must be based on a sound educational program. No amount of publicity can compensate for any

weakness in the school curriculum. However, even though the quality of education in the school system is good, public relations activities are indispensable because an uninformed community can, through ignorance, injure a good school program.

Effective public relations work must begin in the individual school and must be maintained through intelligent cooperation with the community in which the school is located. In such cooperation, public relations will depend on a conversational technique, with both school and community participating.

Upon the basis of intelligent community relationships, school administrators will build a public relations program that will utilize all media for keeping the public informed about the activities and problems of the schools. Such information should be constant rather than geared to special appeals.

The larger school system will utilize the newspapers, the radio, pamphlet material, films, discussion groups, and the like. It will examine all contacts with the public from the report card to the commencement program. It will encourage community interest in the schools and will seek to find the questions in the minds of its citizens. It will provide opportunities for discussion and for giving answers to these questions.—KENNETH E. OBERHOLTZER, superintendent of schools, Denver, Colo.

Playground Surfacing

What are the latest recommended types of playground surfacing that can be used in the Illinois climate and soil?

Playground surfacing and soil stabilization and sodding for playground areas are the principal methods of treating playground surfaces.

Many administrators prefer sod for play areas. In many cases it is possible to maintain sod on large areas, but where the grounds have heavy use it is difficult to maintain a sod covering.

Concrete paving does provide an all-weather surface. It is easy to maintain. However, the installation costs are

often high. The concrete surface usually has an abrasive action on the clothing and knees of the children, and there is little resiliency.

Many schools like asphalt surfacing. The cost of asphalt paving is slightly less than the cost of concrete (however, this is not always true). In some cases cost limits the use of such surfaces to small areas, such as tennis courts or a small all-weather playground. The asphalt may have a tendency to come to the surface and become sticky during warm weather. This can usually be offset by rolling cork or graded gravel into the surface. Some other surfacing and stabilizing methods which are usually costly and which have been used with varying degrees of success will not be discussed.

Gravel. Preferably graded, rounded creek or river gravel is used in many places with at least partial success. Water-worn gravel of this type does not cling to the shoes, as crushed gravel or mine chat so often does.

Sand Loam. Sand-loam mixtures are used in some places but probably would not be suitable for Illinois top soil. The sand mixture with a light loam does reduce muddiness, but the sand soon works up, clings to shoes, and is carried into the building.

Unslaked Lime Stabilization. Unslaked lime stabilization has been used on some lightly traveled roads with fairly satisfactory results. It seems to offer some possibilities for school grounds.

Chlorides. Chlorides as stabilizing agencies were used extensively during war time around military establishments. Results seemed good because grounds that normally were muddy were given acceptable footing. The military forces have been asked what mixture was used. Replies to date indicate that most of the mixtures were developed experimentally and that the applications good for one place were not necessarily good for another.

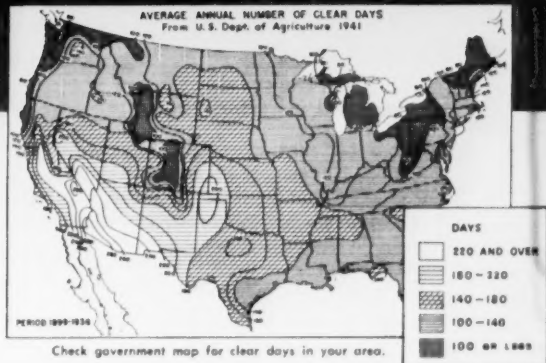
Asphalt Soil Stabilization. Several schools have tried the asphalt soil stabilization processes and report satisfactory results. The soil is dug up and mixed with the asphalt either by machine or by hand. The mixture is then respread and rolled. This surface is cheaper than asphalt over a gravel base. It also is more resilient and is easily replaced when worn. Those using it claim that the asphalt so mixed does not come through and stick to shoes.—N. E. VILES, specialist, school plant management, U.S. Office of Education.

The Sun Hides on Most School Days...but...

Montecito School, Martinez, Calif.

Ceco Steel Windows provide *plenty* of daylight for Good Vision

Maybe you don't know how elusive old Sol can be during the school term. Actually, he hides most of the time. So say government figures. In 90% of the country, there are less than 130 clear days in a whole year when you deduct weekends. Then subtract 90 summer days and it's easy to see most school days are overcast. Therefore, it's most important in providing light for schools to use a window that admits the most daylight. Here, Ceco Steel Windows



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W. B. SPALDING *University of Illinois*
VIRGIL STINEBAUGH *Indianapolis Public Schools*
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JULIUS E. WARREN *University City Public Schools*
W. T. WHITE *Dallas Public Schools*

READER OPINION

Private Schools Essential in a Democracy

Sirs:

Dr. Martin's article, "Are Private Schools a Menace?" which appeared in the September issue of *THE NATION'S SCHOOLS*, was very fair. Certainly private school people *should* support the public schools with taxes and a friendly attitude, for the public schools educate 90 per cent of the American youth, and the future of the country depends upon their success.

In addition to the contributions which independent schools make to education, as enumerated by Dr. Martin, there are two others that I feel are important and go far to justify the existence of private or independent schools. First, they are the laboratory for testing educational practices. Virtually every feature in education as we know it today, including preschool education, kindergarten, shop and laboratory courses, and even the high school, is the result of somebody's enthusiasm in a private school. This is individual initiative at its best in the field of education and ultimately works for the good of the public schools.

The second reason for the existence of independent schools is that they furnish an equilibrium to the educational system; this equilibrium is vital to the health of American society. Once education becomes the monopoly of the state, then pressure groups will attempt to control the future by controlling the schools, as they have always done in countries in which only one system of education is permitted.

These reasons I believe justify our existence, private schools should always stand or fall on their contribution to the public welfare, and the greatest good for the greatest number should determine the decision.

F. Alden Shaw
Headmaster
Detroit Country Day School

Lumping "Private Schools" Together Is Fallacy

Sirs:

It was disheartening to come across the article headed "Are Private Schools a Menace to Our Democracy?" It seemed that, having posed such a question, Mr. Martin went on at length to give only three weakly worded rea-

(Continued on Page 90.)

YOU CAN BE **SURE**... IF IT'S
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SHARP CONTRAST makes
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Why is this hard to read?

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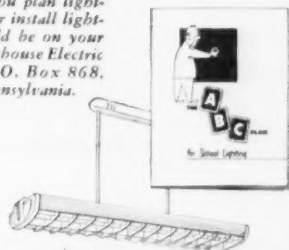
The answer to these questions requires the services of a qualified lighting engineer.

Westinghouse offers a choice of equipment engineered to solve specific classroom problems and qualified engineering service... men who know how to apply this equipment, economically.

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This story, a customer's approach to classroom problems—is in the "ABC Plan for School Lighting," B-4556. Whether you plan lighting, buy lighting, or install lighting this book should be on your desk. Write Westinghouse Electric Corporation, P. O. Box 868, Pittsburgh 30, Pennsylvania.

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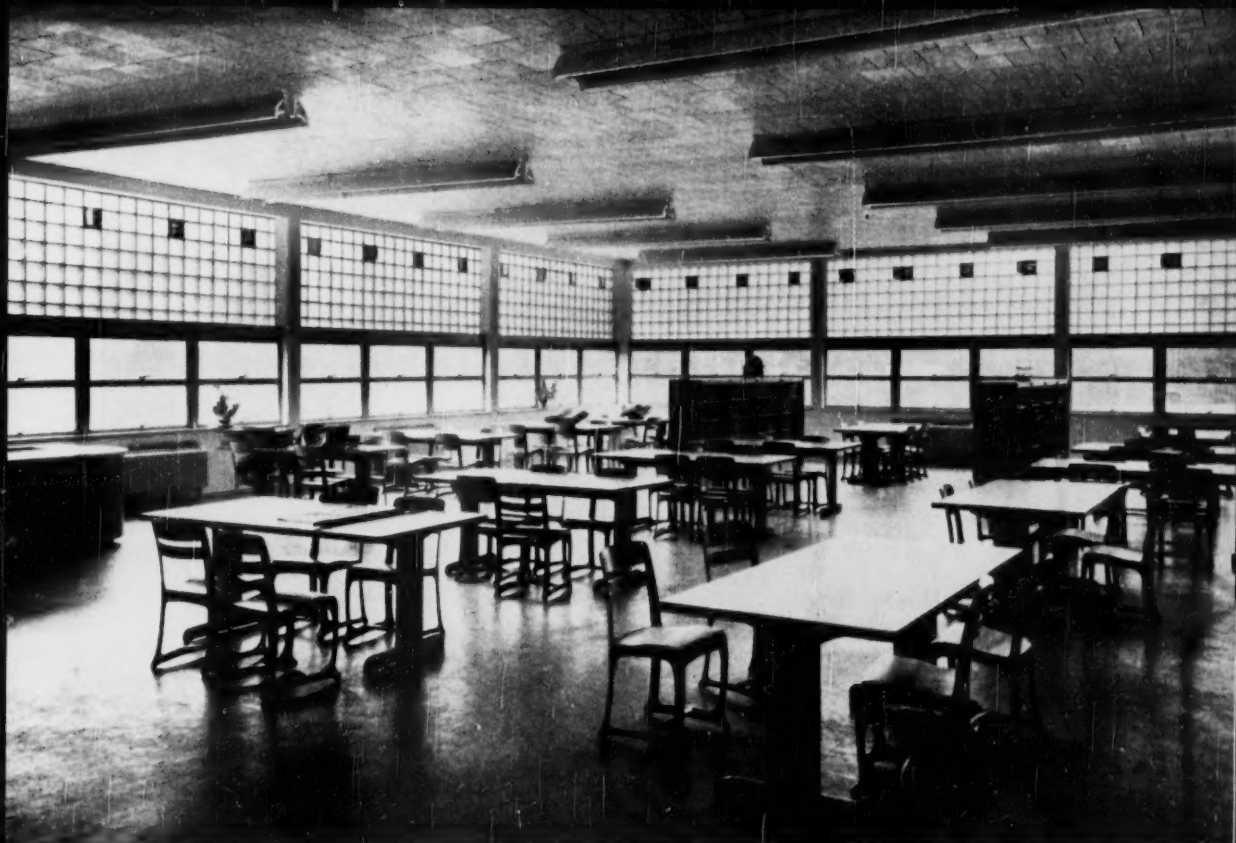


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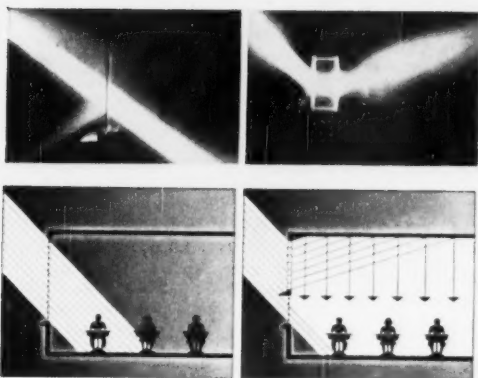
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PLENTY OF DAYLIGHT ON THE DARK SIDE OF EVERY CLASSROOM, THROUGH **Daylight Engineering**



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Daylight is free. Schools can well afford to plan to use more of it properly. Daylight on the inner rows of desks, work tables and blackboards means more than just less eyestrain on pupils! It means fewer curved spines, better work, less fatigue, better health and morale.

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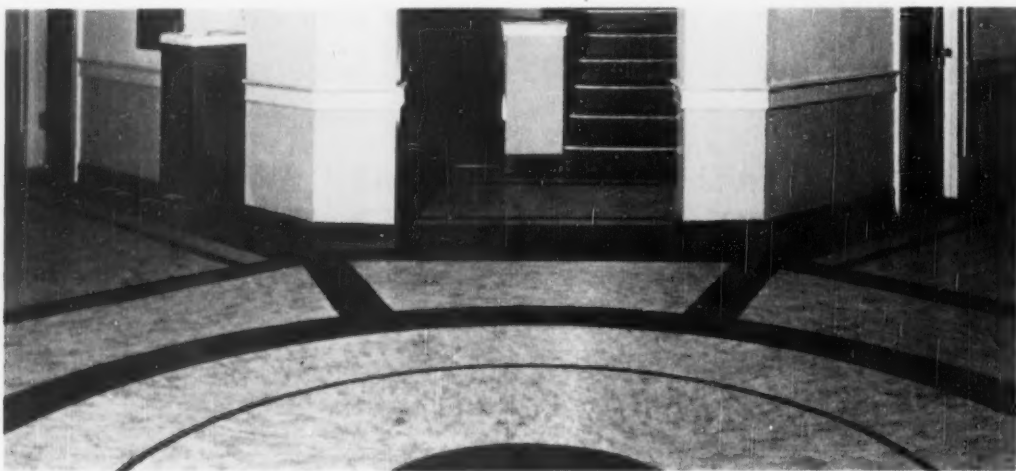
INSULUX FENESTRATION SYSTEMS

—by the pioneers of *Daylight Engineering*



↑ **Armstrong's Asphalt Tile** is a practical floor for dual-purpose auditorium-gymnasium areas. It is low in first cost, yet it is unusually attractive and long wearing and is easy to maintain. Waxed, this floor is ideal for dancing, with the wax removed, it is an excellent surface for sports activities. Alkaline resistant, it can be used over concrete in direct contact with the ground.

↓ **Armstrong's Linoleum** is a wise choice for the school lobby, especially when cost is an important factor. Though moderate in price, it is long wearing, even under heavy traffic. It is available in a variety of bright colors and patterns which can be combined in distinctive designs. Routine sweeping, plus an occasional washing and waxing, is all the maintenance needed.



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BECAUSE of the many different activities that take place in a school building, floors must meet varying requirements. Most flooring needs can be met with Armstrong's Linoleum since it combines durability, ease of maintenance, and moderate cost. Where floors receive extra heavy wear, such as in entry ways and corridors, Armstrong's Linotile® or Rubber Tile give the most for the money. The extra service that can be expected from these floors outweighs their higher initial cost. For basements and grade-level concrete slab floors, Armstrong's Asphalt Tile is recommended because it is not harmed by the alkaline moisture in concrete directly on the ground. It also provides an attractive floor at minimum cost. Your Armstrong flooring contractor will be glad to help you select the proper Armstrong's Resilient Floor for each school area.

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Medart Telescopic Gym Seats Available in WALL ATTACHED...
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Write for descriptive literature... send your plans for suggestions.

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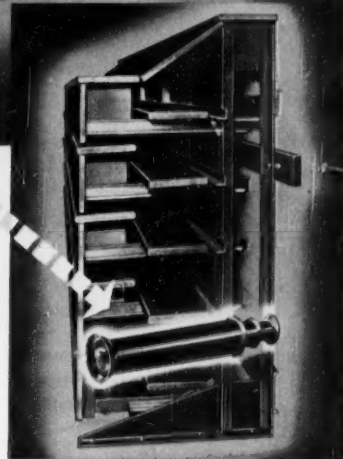


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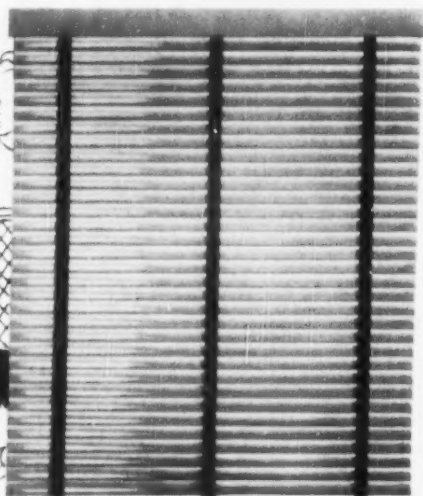


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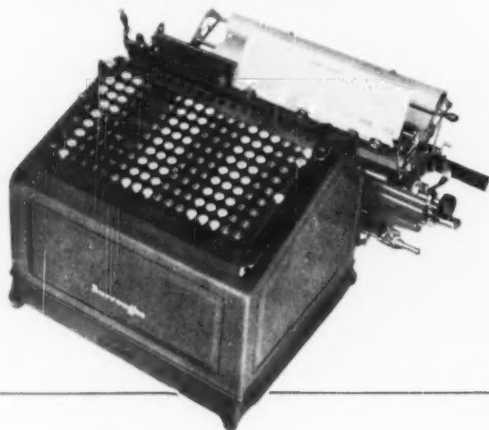
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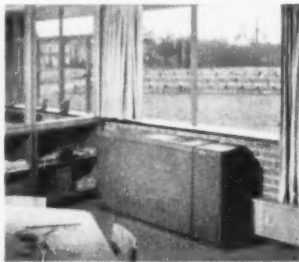
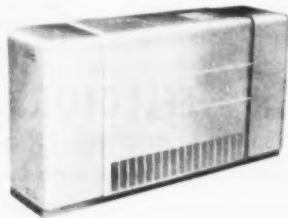
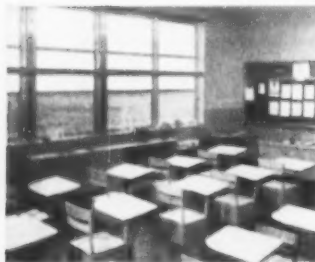
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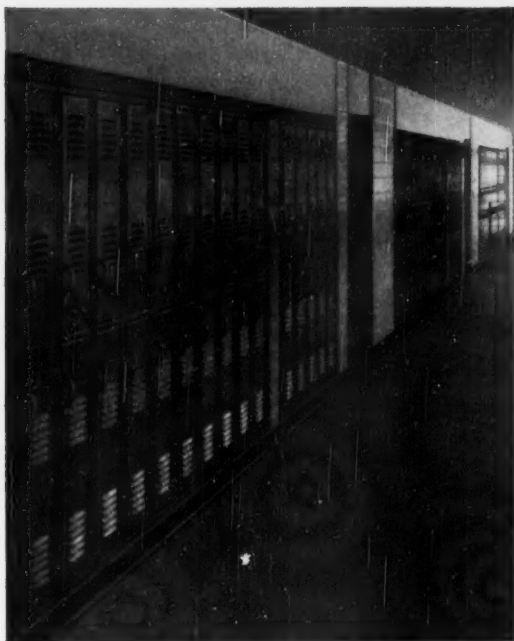


New Flint High School

Robert N. Mandeville School, Carman School District, Flint, Mich.; Louis A. Chandler, Pres. BD. of ED.; Bennett and Straight, Architects; Karl B. Foster, General Contractor.



SELECTS BERGER SERVICE



Recessed groupings of Berger double-tier, standard Inverse Steel Lockers line the spacious corridors. School planning experts recommend that corridor lockers be provided for each student up to 125% of the school's capacity.

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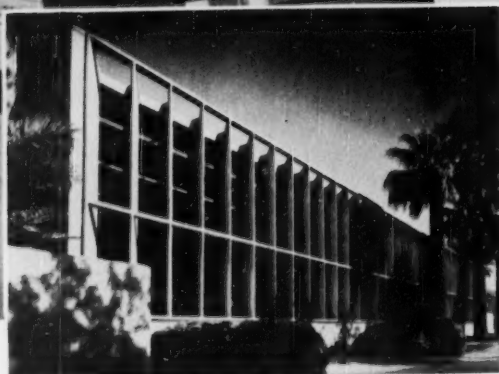


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This school in Phoenix, Arizona, designed by the architectural firm of Guirey & Jones, Phoenix, uses L.O.F. clear flat glass for maximum daylighting. Structural fins block hot rays of the sun without obstructing the view.



How you can figure the Cost of Daylighting

Out of the confusion of ideas about the cost of daylighting a school come three clear points: First consideration is the most adequate daylighting for children's eyes; next, original cost of the materials; then the cost of installation.

Taking them in reverse order: Flat glass can be installed at lower cost than any other kind of glass. Flat glass is the lowest priced form of glass. As for the most important point—clear, flat glass, with correct provision for shading and reflection, meets all the requirements of the American Standard Practice for School Lighting.

Clear, flat glass transmits 90% of the available daylight, the primary source of classroom lighting. That's more than you can get with any other glass product.

And, with flexible shading devices at windows, you can adjust the amount of light admitted under varying conditions of sunlight and sky brightness.

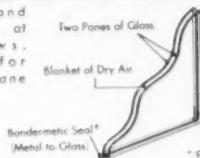
You will find the report of Professor R. L. Biese, Jr., clear and informative on these points. It is the result of two years' research at Southern Methodist University on daylight engineering for classrooms. We will be glad to mail you a free copy. Write for "Daylight Engineering for Schools".



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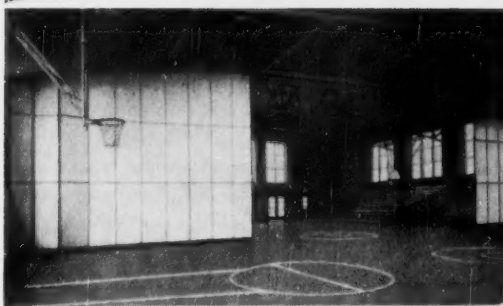
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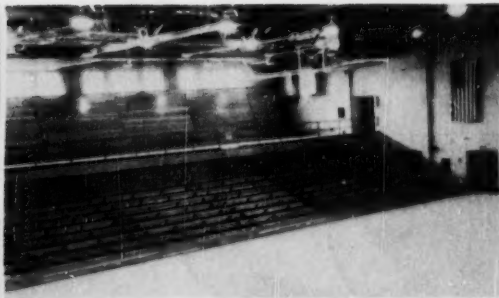


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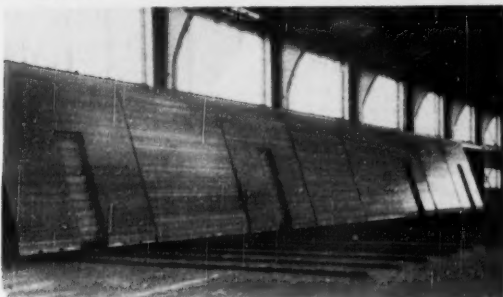
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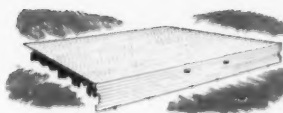


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Practical Schoolroom Brightness Ratios

THE latest concepts of brightness control in schoolrooms have attracted the attention of architects, engineers, and illuminating engineers. This interest was increased by the American Standard Practice for School Lighting (Table I) give values well within the required limits.

The practicality of the recommendations for brightness ratios and reflectance will be confirmed by experience. The recent investigation of schoolrooms by time as they demonstrate the recommendations for artificial lighting can be seen in the use of materials.

On April 1948, a room in Mansfield, Ohio, school¹ was found to have the installation of new desks with natural wood finish, and through the painting of all interior surfaces. The room of installation in late November the survey was made. The room had minimum maintenance. The lighting equipment had not been cleaned, the diffusers on the windows had not been dusted, and the paint had not been touched up. One fluorescent lamp had been replaced. The only depreciation noted was three small particles showing as dark spots on the plastic luminaires and several heel marks on the lower wall.

The survey was made on November 26, 1948, from 2:30 to 4:00 in the afternoon. The daylight component was comparatively small at the time that the measurements were taken, as the afternoon was dark and cloudy with some rain. The windows were not provided with shades since the daylight diffusers were designed to reduce sky brightness.

Brightness measurements were taken by use of a Luckiesh-Taylor Brightness Meter. The observer was seated in a rear corner of the room nearest the windows. The brightness readings superimposed on the photograph represent, therefore, the brightness pattern in footlamberts as seen from the particular position on a dark day in late November. On the basis of these readings, the comparison of the brightness ratios to the recom-

ditions for limits of brightness ratios given in the 1948 American Standard Practice for School Lighting (Table I) give values well within the required limits.

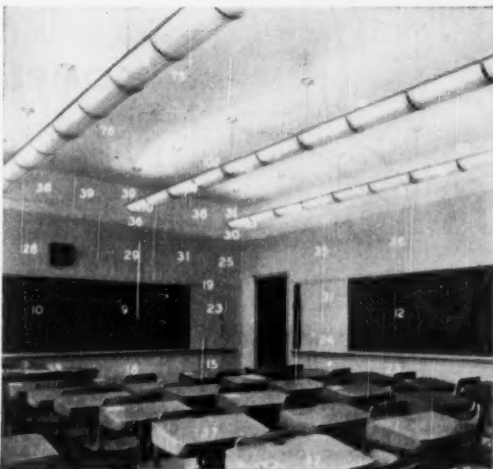
The lighting level is well above the required minimum of 30 footcandles, the lowest value recorded (38 footcandles) being on the desk top in the rear corner of the room farthest from the windows.

The reflectances (Table II) obtained by use of a Baumgartner Reflectometer agree closely with the recommendations. The few cases where the reflectances are above the recommended range seem desirable in regard to brightness ratios.

The room is of standard size, 30 x 22 x 12 feet. The luminaires are of the luminous indirect type with plastic reflectors, each unit equipped with two 40-watt 3500° white fluorescent lamps. The 24 units are mounted in four continuous rows.

The qualities of visual comfort which the room possesses are indicated by the various brightness ratios. The natural finish wood desk top with reflectances averaging 42 per cent gives a very low brightness ratio when the visual task involves white paper with average reflectances of 60 per cent. Visitors comment favorably on the slight variation in brightness between the luminaires and the surfaces adjacent to them.

Figure 1. Room 101, John Simpson Junior High School, Mansfield, Ohio. Figures represent brightness values in footlamberts.



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COMPLETE ROOM PROTECTION

New DRAFT|STOP offers a new method of classroom ventilation. By trapping drafts before they carry cold rushes of air to particular parts of the room, it is now mechanically possible to produce uniform temperatures, introduce fresh air throughout an entire room.

This radical change, made possible by the new DRAFT|STOP System, means healthful conditions for students. Coughs and colds and spread of

germs can be reduced. Controlled fresh air, at uniform temperature ends stuffiness that dulls young minds. Alert pupils learn with ease, cooperate more readily, have a keener interest in school studies.

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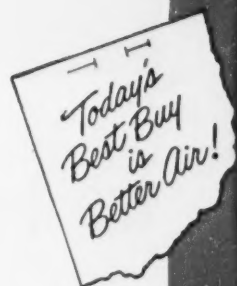
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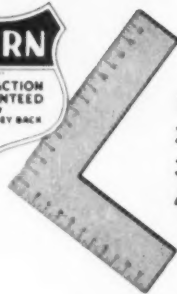


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Looking Forward

Backward Onward

HOW backward can Onward be? Newspapers, magazines and the radio have played up the childish and law defying tactics by which the residents of Onward (population 171) have prevented the consolidation of their school with that of the neighboring town of Walton (population 835) in Tipton Township, Indiana. The demonstration reached a climax when the Onwardites used a bumper-to-bumper auto blockade to prevent 67 state troopers from enforcing the school trustee's order. The troopers withdrew rather than resort to physical violence.

The backward-Onward story turns the spotlight upon an autocratic and partisan political system of school administration for rural areas that has been tolerated in Indiana ever since it became a state.

More appropriately, the question might be asked: How backward can Indiana be?

All the sensational publicity given the incident tells only part of the story. Even *Life*, which has paid so much attention to education in recent issues, failed to point out that a representative, nonpartisan plan of administration for rural and village schools of Indiana does not exist. The decision reached by Virgil Turner, school trustee for Tipton Township, was a logical one, but it was one man's opinion. In Indiana, the township's school trustee is elected for a four-year term. He has complete authority over all rural and village schools. The law requires of him no training or experience in school administration or teaching.

In brief, the township school trustee in Indiana is both superintendent and school board; he hires and fires; he makes his own budget, determines his own policies. He is nominated and elected as a member of a political party with all the obligations that such relationships can involve.

Nevertheless, Trustee Turner's plan for the consolidation of the schools of Onward and Walton was just common sense. The enrollment last year in Onward High School was only 50 students (Grades 9 through 12). In Walton, the high school enrollment was 65. Trustee Turner had planned to combine the elementary grades into a larger school at Onward and to organize the high schools as one unit at Walton. He conservatively estimated the savings at \$20,000. Such a plan, he explained, would eliminate the need for three teachers. He could reduce the per-pupil cost considerably while improving the school program. The combined district would need only one high school principal instead of two and one athletic coach instead of two.

Both Walton and Onward recruit high school students from within the township. Buses from both systems pass each other on the road, picking up their converts and tak-

ing them to their small schools just $4\frac{1}{2}$ miles apart. Such a transportation plan is as unnecessary as two straw hats on a summer day.

But Trustee Turner didn't reckon with the historical enmity between these two towns—much of which is fostered by basketball rivalry. Such frenzies are the rule rather than the exception in Indiana (and other states can cite many examples, too). The real tragedy is not so much the ridiculous behavior of adults toward their fellow Hoosiers, setting examples which their children imitate, but rather the serious way in which these children are being cheated of what could be a better education for the same amount of money.

The fracas at Onward may arouse the Indiana legislature to take some constructive action. Both the Indiana Study Commission and the Indiana State Teachers Association are backing a proposed law to establish a county unit for rural schools. A five-member county board of education would be elected on a nonpartisan basis. It would function as do most school boards, having authority to establish policies and to hire a professionally competent superintendent.

Said one of the state's educational leaders: "There will be reverberations in the legislature. Thinking people in Indiana are beginning to see some of the pettiness and the political dangers of the present system, such as the Onward incident illustrates."

Meanwhile, there's joy in Onward. Educational progress has been stymied. Basketball feuding has been saved.

One wonders how schools are going to develop a generation of citizens who can live peacefully with other nations and other races when they are not permitted to develop orderly and friendly relationships between villages only $4\frac{1}{2}$ miles apart.

U.M.T. Won't Do It

IT'S a "disgraceful discovery," said President Truman, "that so many young Americans are unfit for armed service." The statement was made before the National Guard Association at its recent general conference in Washington.

"It is," the President said, "one of the most disgraceful things in the history of this country" that 45 per cent of young American men and women were physically or mentally unfit for service in the armed forces, according to records of Selective Service. "And," he maintained, "a universal training program would eradicate this."

It is indeed disgraceful, Mr. President, but universal military training won't eradicate it. Neither are these facts

a "discovery." They have been told again and again by the National Education Association in a plea for federal aid for education. The disgrace, Mr. President, is that so little has been done by the federal government to equalize educational costs so that illiteracy among American youth could be eradicated. The disgrace is the failure of the American public to finance a real program of health education. Contributing also to this dishonor is the failure of many communities to provide safe and healthful school-housing for the growing generation.

It is ridiculous, absolutely ridiculous, to assume that any type of training for grownup young men can eradicate physical difficulties that have resulted from 18 years or more of malnutrition, improper housing, and the lack of educational and clinical facilities.

No amount of "Squads, right!" and "Squads, left!"—or whatever the equivalent of that military training may be—can repair the damage that has been done to the eyes of thousands of school children because of improper lighting; neither can military training straighten curved and crooked spines resulting from poor school seating.

Research has shown that fully 50 per cent of the children in some schools are now wearing glasses because their vision has been impaired from doing school work in dark and gloomy classrooms.

We can have a generation of stronger, healthier and more literate Americans if we may have good schoolhousing and competent teachers. We will have a sturdier generation if we are permitted to teach the child, and also to teach the parent of the child, the importance of diet, rest, recreation and cleanliness. We'll have a healthier generation, too, if clinical and remedial services are available to all the children, starting with the nursery.

U.M.T. advocates only weaken their argument when they try to sell an astronomical expenditure for military training on the assumption that it can undo the damage of years of neglect during the mental and physical growth periods of the child. Let's decide the issue of U.M.T. on its merits—on the basis of whether it is the best way to provide the military force essential to our national security.

Sixty Nights Before Christmas

IT WAS 60 nights before Christmas—October 24, to be exact. A group of friends, including two teachers, were visiting and half-listening to the radio. The evening's program already had included two Christmas songs, and now another orchestra was playing "Jingle Bells."

"I wish," said the kindergarten teacher, "they wouldn't play Christmas music so soon."

"Why?" asked the other teacher.

"Because it keeps children too highly stimulated over such a long period of time. Here it is five days before Halloween, a month before Thanksgiving, and we're getting them excited about Christmas presents."

"Come to think of it," said another in the group, "the purchase I made in the drugstore today was wrapped in Christmas paper."

"That's nothing," said a third, "Christmas-card salesmen have been on the prowl for weeks."

What a quiet and different Christmas Day it would be if the profit motive were removed from our observance of the birthday anniversary of the Christ Child!

Who Teaches Teachers?

WHAT did you think of *Life's* story on teachers colleges?

Said an administrator for one of the nation's largest teacher-education institutions: "On the whole, I think the article is a good thing. It helps us to see ourselves as others see us. It points out weaknesses which we have recognized but have been somewhat powerless to change without the aid of public opinion."

Others, however, have reacted almost violently, sending letters of protest to the magazine.

The author of the *Life* article asserts that "teachers colleges [or normal schools] get much less financial support than liberal arts colleges, state universities, agricultural schools, or almost any other kind of institution for higher learning." Consequently, he points out, teachers colleges usually "do not have equipment, buildings or campuses comparable to those of liberal arts colleges and universities."

He writes understandingly and not derisively when he points out that "fundamentally the teachers college people are not really at fault. If a job on the faculty of a teachers college pays so little and is surrounded by so many harassments, whom can we expect to take it? And if the job of a public school teacher pays so little and in turn is surrounded by so many harassments, whom can we expect to go to the teachers colleges to prepare to be teachers?"

What is most alarming, he says, is the blandness with which this situation is taken for granted.

The author's recommendations are sensible. Certainly there is merit in his proposal that it would be better to support 48 good teachers colleges than to keep 150 smaller ones going. College administrators could agree with him that teachers colleges should have at least as much money to spend per student as now is received by liberal arts colleges and universities and agricultural colleges. We don't see how they can quarrel, either, with his idea that universities should contribute more toward the great American goal of public education and should help the teachers colleges more instead of scorning them.

The author has a point, too, when he suggests that a thorough study of teacher education should be made by laymen with the help of college people. "Without laymen," he says, "the educators will concentrate mostly on defending themselves from each other."

Studies of this kind are included in the plans for the AASA-Kellogg projects now getting under way. Laymen will be represented by school board members and by civic leaders. Even more critical and competent appraisals will be made by another juryman, the school superintendent who hires the product of the teachers college.

The Editor

THE NATION'S SCHOOLS

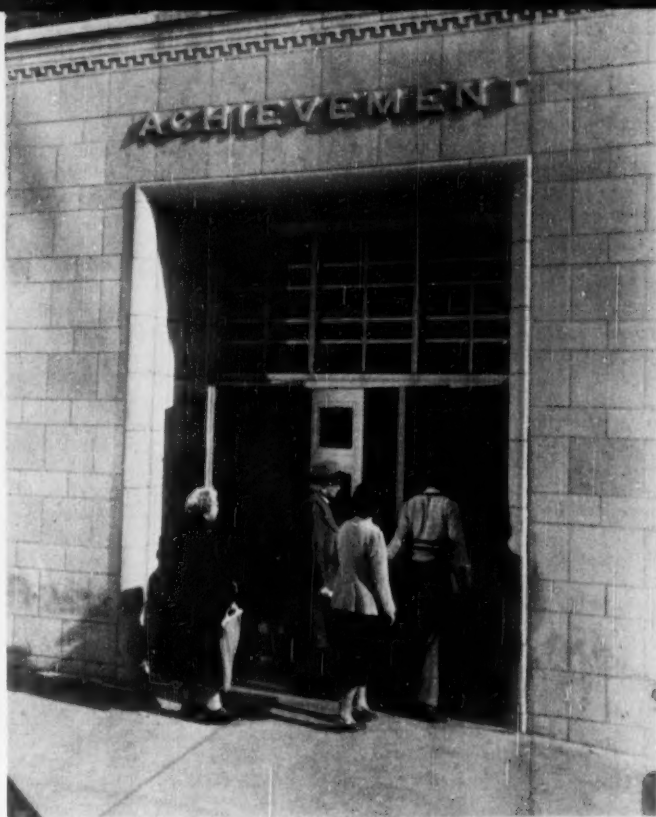
THE basic administrative problem in adult education is to bridge the gap between what is available and what is wanted. The development of new resources in any community should become a corollary rather than a primary objective of a community program.

This series of two articles will attempt to analyze the administrator's problem, first, of discovering what is available in his community for adults to use as resources of study and continuous inquiry, and, second, of determining ways in which he can bridge the gap between what is available and what is needed.

Let us assume that the administrator has given some member of his staff a new responsibility for adult education. Administrators of other institutions may have made similar appointments. There might be, in other words, several institutional leaders of adult education in the same community—a librarian who has been asked to extend the function of the public library in adult education, a schoolteacher who has been asked to give part of his time to the organization and development of adult classes in the community, a member of a trade union who has been selected by his local to provide opportunities for workers' education. Another leader might be a field worker in university extension service who has been asked to go into a particular community to see what opportunities and possibilities there are for extending the services of the university to that community or who has been called upon by the local superintendent of schools of a particular community to come in to help establish an adult education program.

In view of these many opportunities for leadership in adult education, what should be the major assignments and responsibilities of the adult education director?

Here is a community in which, as in any other community, the adults are engaged in the primary activity of making a living, with much of their time away from their work given to ordinary procedures or to avocational interests: recreation, religion, home building, travel, the reading of the daily newspapers and an occasional magazine, attending movies, visiting friends. How can the administrator, without overlooking the potentialities



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Discovering resources for

ADULT EDUCATION

PAUL L. ESSERT

Executive Officer, Institute of Adult Education
Teachers College, Columbia University

of other institutions, direct the flow of much of this activity, occupational, avocational and leisure, into stimulating and significant continuous inquiry in which there is a sense of growth on the part of the people?

BEGIN WHERE PEOPLE ARE

The first thing an administrator should realize is that he should begin where people are. For the most part, probably 50 to 60 per cent of the people of almost any community will be identified with some formally organized group; others will be creating

informal group associations of their own. It is the administrator's first task, therefore, to know and understand what these group associations are and what opportunity they offer their members for study that yields a sense of growth and development.

It is upon this structure that the adult administrator will build whatever significant adult education there is. It, therefore, becomes his primary task to know the institutional resources and agencies for adult education and their potentialities for adult education. He must learn not only what these

resources are but also, how they operate. He must become acquainted with the personnel that operates these groups and associations. He must know what the purposes and methods of these other agencies and institutions are. Then, and only then, can he plan intelligently to meet the unmet needs of the community through adult education. Let us look at some of the ways that successful administrators have used to know community resources.

LIVE CLOSE TO THE COMMUNITY

Before any formal study of the resources of the community is made, it is important that the adult educator himself become a member of the community. If he can live in the community and have his residence there, so much the better, but if this is impossible, it is highly important that he become a living part of the com-

munity in whatever ways he can. In some instances administrators have been given a frank and clear assignment by their boards or administrative heads to take time to become well acquainted with the community.

As long ago as 1927, Ethel Richardson Allen proposed a plan for California of combining the university extension service, public schools, and state agencies in an integrated plan for adult education. The plan itself was really a major statement of the purpose of adult education, and the details were to be left largely to the ingenuity of the people who participated. In brief, the controlling purpose of adult education in this case was to develop citizens in the local community who participated in the planning of their institutional lives.

In 1928 the superintendent of schools of San Jose asked David Mc-

Kaye to come to San Jose to put into operation Ethel Richardson Allen's program. The only instruction given to Mr. McKaye was that he was to carry out the major, over-all purpose of adult education as stated in the general plan. He was not held responsible during that first year for opening any classes or for producing a particular detailed program. His major commission was to report at the end of three years whether it was possible to develop an integrated program in San Jose.

The superintendent freed Mr. McKaye from the necessity of making any specific reports or statistical statements about the adult attendance in classes. The director was given a green light to experiment in any way that he thought necessary. He was freed of specific budget limitations and simply asked to report from time to time the necessary expenditures for the program.

Out of this freedom of operation and experimentation the San Jose program has developed a unique program participated in by the citizens of the community and carrying over into their daily lives, their community planning, and their development as citizens of the community.

ALLOW AMPLE TIME

When the now famous Emily Griffith Opportunity School was established in Denver in 1916, Supt. Carlos M. Cole and the Denver Board of Education responded to the request of Emily Griffith, the founder, that she be released from her duties as an elementary school teacher to give full time to becoming acquainted with the community and its people and institutions and to build this great adult school around their interests and needs for continued learning.

In these cases David McKaye and Emily Griffith were the central leaders, but the work they did would have been impossible had not far-seeing administrators given them time to understand the community resources. There should be ample time for those responsible for developing the program to become closely and deeply concerned with the problems of the community. But, more important, the administrator of adult education should have time to become familiar with the various resources through which people are participating in group life.

In fact, many cities, particularly in California, have demonstrated the im-



University of Virginia field men live for a time in a community before calling a meeting. Here they share Southern Appalachian folk songs.



At Denver's Opportunity School family life advisory committee meets.

portance of having full-time principals of adult education who can give part of their days to visiting other agencies and activities and group associations in the community, understanding what is going on, and fitting their program into the life of the community, rather than making it a competing element with other agencies and activities.

BE SENSITIVE TO GROUP LIFE

This principle of living close to the community and being a part of it was a definite part of the procedure and principles of the special projects division of the University of Virginia. In many instances the field workers and the extension service personnel of the division were invited into a community to help it plan its program of improvement through adult education. They lived in the community for some time, in many cases, without ever attempting to call a meeting, hold a conference, or develop any kind of group study program. They were constantly watching the life of the community, being a part of it, and gradually accumulating a sensitivity to the group life of the community.

Jess Reid of the University of New Mexico Extension Division tells about the personal associations he built up as part of his process of establishing rapport with the community life in the experiment in group development

carried on in Taos County.* He studied the group and its institutional resources by living in and being a part of a community. He thought it was so important to be well acquainted with individuals that much of his time, in the beginning stages of the program, was spent in simply being neighborly. Only as the individual or group in the community reached out and expressed the need for the service of the university was there any start made toward the development of new resources.

In the great program of the improvement of rural life in Mexico, the friendship between the teacher and the community was considered so important that instead of sending outsiders into the community to organize and develop an adult education program promising young leaders were picked from the community and sent into a training program to be prepared as educators.

A similar situation seems to be evolving in Puerto Rico, where, in the new community education program, 40 workers will be selected to live in rural communities. They will spend their time associating with the group life

of the community, understanding it, and helping develop a program of improvement of rural life. These community education directors will work closely with the agricultural extension service, with the representatives of the department of health, and with other agencies in the community. The success of their program, it is realized, will undoubtedly depend upon whether the community education director is thoroughly familiar with the resources and agencies for carrying on an educational program among the rural people.

School administrators, university presidents, and directors of education and educational activities in libraries, trade unions, industries and agriculture should recognize the importance of giving the adult education field worker time and opportunity to become acquainted with the resources of his community.

The informal understanding of community agencies and institutions is the first step in discovering resources for adult education. However, our society is so complex that it is wise for the adult education administrator to plan early in his activities a more formal survey of the community organization. How to conduct and utilize the formal survey will be discussed in the second article of this series.

*Reid, J. T.: *It Happened in Taos*. Albuquerque, N.M.: University of New Mexico Press, 1946.

Retain and improve **SPEECH CONTESTS**



Extemporaneous Speaking Contest, 1950

GLEN E. MILLS

Associate Professor of Public Speaking
Director of Forensics, Northwestern University

THIS article is a reply, from the point of view of a speech teacher, to the March pronouncement of the contest committee of the North Central Association and to Lowell B. Fisher's article, "Why Contests in Music, Speech and Art Should Be Eliminated," in the October issue of *THE NATION'S SCHOOLS*.

Mr. Fisher's article opens with this statement: "Activities of secondary schools in which the contest element is inherent constitute significant and vital experiences for students." It goes on to say that competition, contests and rewards are part of "the very fiber of American traditions." Only the athletic contests qualify for this accolade, we are told.

To prove this questionable assertion that only the athletic contests are inherently competitive, Mr. Fisher points out that many spectators find these events entertaining. It cannot be that a professional educator is recommend-

ing that we evaluate a school activity in terms of its crowd appeal rather than in terms of its contribution to the proper education of the participants. This public-entertainment criterion could lead to the inauguration of school contests in the television style of wrestling, for example. The argument more likely stems from a faulty analysis of competition.

COMPETITION CAN BE INTELLECTUAL

In other words, competition cannot legitimately be defined on the overt, physical level exclusively. It is true that the physical-contact type of competition is sufficiently obvious for almost anyone to understand. That is what the gate receipts prove. This evidence does not prove, however, that intellectual rivalry is not competitive.

But we are told that competition is not inherent in a speech contest because of the "meager attendance" at local and state levels. Attendance is

sometimes meager and sometimes not, but the attendance factor is not inherent. An attribute cannot be called inherent unless it is inseparable from the given substance. In other words, if a large audience is voluntarily present for one speech contest, we should not say that meager attendance is inherent in that activity. I have judged city championship debates that have filled high school auditoriums, and I have been in audiences of 5000 persons at state championship debates. These are not typical cases, but typicality is not the issue; Prof. Fisher raised the issue of inherency.

As an editorial in the October issue of *THE NATION'S SCHOOLS* pointed out, "The contest element is inherent in speech, insofar as its purpose may be the art of persuasion. . . . Extemporaneous speaking and debating are competitive. They seek to win acceptance of ideas." The inherent competitiveness of speech contests prompted numerous educational reformers to urge, about 20 years ago, that such events be abolished. It is patently clear that competition inheres in debate. Speaking of inherency, I wish

to remind our critics that they must show inherent evils in contests before their recommendation can make any sense.

In another paragraph of the October article the speech teachers are told how not to conduct speech education: "The true art of speech—communication of ideas—cannot be learned by practicing adherence to models of accepted styles and correctness. It is not just an automatic skill that can be acquired through imitation."

OLD STUFF CRITICIZED

A professionally competent speech teacher would say, in effect, that speech is more than the communication of ideas and that it is not generally taught as an automatic skill that can be learned by imitating models. The criticized method is decades behind the times. It can be demonstrated, however, that a critical analysis of certain models is sound pedagogical practice. There is more good than harm in the judicious use of original oratory and oratorical declamation, too. The former can be used to advantage in the teaching of speech composition and delivery, and the latter has certain uses in the teaching of oral interpretation. These memorized devices are, in my opinion, less useful than the extemporaneous ones, but they do not deserve the uninformed criticism that has come from some sources.

Finally, we are informed that decision debates "fail to suggest possible solutions and alternatives to problems," that a dogmatic position wins, and that eloquence may defeat logic. I don't know what "alternatives to problems" are, but I do know that debates usually present solutions to problems.

The affirmative on a proposition of policy, which is the commonest type, indicts the present situation and advocates a solution. The negative, in turn, may deny the cause for action, show the disadvantages of the proposal, urge reforms in the present situation, or offer its own solution to an admitted problem.

Our critics want a speaker to be logical, critical, adaptable and able to organize ideas, use language well, and develop proper attitudes. These and other worthy goals have formed the credo of the better speech teachers for many years. They also appear as judging criteria on the contest ballots I have seen. What is needed, as the October editorial pointed out, is improvement in the forms of competition and in the methods of judging. Competent teaching and judging are the best safeguards against abused dogmatism and sophistic eloquence.

Artificial motivation, such as winning for its own sake, occurs only in nonathletic contests, we are told. This "whitewashing" of interscholastic athletics with special pleading, unsupported assertions, and transparent rationalizations may prove to be a "boomerang," as the October editorial put it. Of course we should prefer genuine and meaningful goals, but what about the stimulation of desires to win games, earn letters, get offers from college football coaches, and obtain publicity for athletic prowess?

Few of the directors of nonathletic activities have a small fraction of these reasons for a guilty conscience, and N.C.A. committee members know it.

Let us now turn our attention to the principal ideas in the original N.C.A. report. I shall begin with the recommendation that discussion be the only speech activity. Some of us have for years studied, taught and written in the fields of discussion and debate. We are interested in group discussion as *one* approach to personal and social problems, because it involves cooperative inquiry. We are certain, however, that the cooperative, deliberative procedures that we call discussion, no matter how well conducted, will in many practical situations fail to yield a working consensus.

DEBATE PREFERRED TO FORCE

In a learning situation, groups can agree to disagree and live together with better understanding as a result of discussion; but in a real-life situation that calls for decision and action, if cooperative, deliberative procedures fail, the logical recourse in our society is parliamentary debate. The only alternative is force and violence.

Thus we believe that the N.C.A. committee unintentionally does the democratic cause a real disservice in suggesting that debate has no place in our society and that it is a mistake to teach young people how to debate. That position is most unrealistic; a failure to understand the methods and conditions of public debate is one of the surest ways to drive well meaning people to the use of some violent alternative to the two basic technics of democracy, discussion and debate. If one denies that debate is a democratic technic, he seems to be suggest-

Championship debate at National High School Institute in Speech, Northwestern University. This institute is conducted each year.



ing at least anarchy, if not something worse. If one concedes the obvious fact that debate is an important technique in our society, he should be prepared to agree that schools have a responsibility to teach students *how* to debate.

What do we emphasize in the teaching of debate? We are mainly concerned with teaching students how to state their positions succinctly in controversial situations, how to analyze difficult problems, how to discover the issues and state them, how to separate unimportant and irrelevant matter from matter that is consequential and pivotal in any kind of situation, how to appraise and marshal evidence, how to evaluate opinion, how to argue a proposition cogently, how to recognize fallacies and weaknesses in argument, and how to use these skills in extemporaneous public address and private conversation. It is our feeling that any person possessed of abilities of this sort is likely to be a more useful member of society than he would be if he lacked these abilities.

This does not mean that all of our present methods of teaching debate are above reproach. It does mean, however, that improvement rather than abolishment is the wise course. John Dewey said that the great need of our society is the improvement of the methods and conditions of discussion, debate and persuasion.

CONTESTS FURNISH INCENTIVE

While we agree that the best place to teach discussion and debate is in the course of study, we also believe that much growth can be achieved in interscholastic events. In most schools there would be no speech courses if the contest activity had not been introduced first. Then, too, the contest provides additional experience for the most interested students and, in a challenging manner, enriches the curriculum of superior students. Gifted young people should afford no exception to the principle that education best promotes the welfare of all when it provides both the opportunity and the incentive for the realization of the maximum possibilities of each individual.

While serving these purposes the contests should not, and need not, involve "emotionalized victories" and "eloquent presentations of a side with little if any regard to examination of the facts involved in a problem." This is poor debating and is so recognized

by anyone who knows anything about the activity. The answer does not lie in the elimination of training for competence in real-life debating. It lies rather in the thoughtful preparation and execution of instructional plans that make educational sense. This, of course, implies the appointment of properly qualified speech teachers, provisions for curricular speech, and the establishment of a balanced activities program.

TO BALANCE PROGRAM

An activities program may be called balanced if it includes both athletic and nonathletic events, and there should be several types of events in each category. Some schools may not be able to support all of the possible speech activities, but they should provide opportunities for public speaking, dramatics and oral interpretation. The most familiar public speaking contests are those in debate, extemporaneous speaking, original oratory, and discussion. In all of these the preparation and the criticism or judging should be conducted according to the best modern standards. When these nonathletic events are added, each school will have a wider distribution of awards so that undue emphasis will not be given to academic achievement. We point out, however, that if only athletic activities are permitted, as the N.C.A. document recommends, the awards will indeed be limited, and the emphasis upon physical prowess will be less defensible than the alleged overemphasis upon academic achievement.

If there are objectionable "outside pressures" on schools to participate in contests they can be resisted or modified without abolishing the whole program. Local school authorities, in cooperation with forensic associations and the organizations of school administrators in each state, should be able to regulate the contest activities of "outside" groups.

To the assertion that there ought to be broader intramural participation in these activities we reply that most directors prefer and seek to develop wide participation, if for no other reason, as a "feeder" for the contest program. Persons in this field know that motivation for the intramural activities comes chiefly from interscholastic contests that have blazed the trail. Most limitations on the extent of intramural participation are imposed by the teaching load of the director, the

amount of student interest, and the expectations of administrators and school patrons with respect to achievement in interscholastic competition. An intramural program and a contest program are complementary devices; they do not exclude each other.

To allege that there are threats to the moral and physical well-being of students who travel with their teachers to a contest is to question the integrity of many teachers and their students.

To anyone who says there should be more emphasis upon community service we should like to ask, "More than how much?" If there are some rare communities that do not make considerable demands upon the teachers of music and speech, we agree that those teachers might well promote some community activity. But to limit the program to community service would certainly not combat the "intellectual provincialism" which the N.C.A. document deplores.

"IMPROPERLY ARRIVED AT"

Finally, the committees of speech and music teachers in Illinois allege that the N.C.A. recommendation was arrived at improperly. In the first place, we have documentary evidence indicating that the contest committee did *not* recommend the abandonment of contests and that the arbitrary language of the report originated with the administrative committee of the North Central Association. Such an imposition seems to be inconsistent with the pronouncements about democracy that appear in the official report.

In the second place, if the N.C.A. prefers "intelligent study and exchange of ideas," why didn't it consult the elected leaders of the teachers of speech, music and art? It might at least have consulted the professional workers who are most familiar with the problems in contest activities. The language of the report reveals no evidence of such consultation.

Third, we think that the move of the N.C.A. officials to control specific educational practices in individual schools, even on the basis of the votes of delegates, violates the principle of local autonomy and state responsibility. If a local school offers an educational experience which the patrons, students and teachers approve, we believe that any extralegal "outside pressures" should not be permitted to disrupt the program.

**Community supports
board action to eliminate**

SECRET SOCIETIES

E. CARLTON ABBOTT

Superintendent of Schools, Lansdowne, Pa.



HIGH school fraternities and sororities at Lansdowne, Pa., have during their 20 year history presented many perplexing problems for students, parents and teachers. Of a student body numbering 650 students, an average of 175 students, or 27 per cent, belonged to the six secret societies. The school has never sponsored these groups, has banned their activities on school property, and has

not recognized them as school organizations.

Fraternity-sorority activities consisted chiefly of the selection and initiation of new members, weekly or bi-monthly business and social meetings, dances, parties and the crowning event of the year—a two-week trip to a shore resort.

From time to time, over the period of the societies' existence, parents have

protested to school officials about the activities of these groups. Chief objections were the undemocratic methods of selecting new members, unreasonable and sometimes physically dangerous hazing pranks, and the lack of adequate supervision at their parties and dances. To these protests the school officials replied that the school did not recognize fraternities and sororities as school organizations, did not



Square dancing is usually a part of the fun on Open House nights at Lansdowne, Pa.

permit their activities on school property, and disclaimed responsibility for their actions.

The secret society problem, said the school, was not a school problem—it was a parent problem. Furthermore, it could be easily and simply solved when parents decided to forbid their sons and daughters to join. Some people accepted this policy and agreed that parents should provide the solution. There was, however, always a sufficient number of parents, who either succumbed to the pressure of their children or really believed that reports of fraternity-sorority pranks were exaggerated, to break down any organized parental resistance that developed in the community.

Now and then secret society activities would produce flare-ups among parents or in the school. In fact, in 1945, as a result of hazing excesses, the school board ordered a study of these groups. The study proved inconclusive, and the matter was dropped, with the general feeling that fraternities and sororities at Lansdowne were so thoroughly entrenched that nothing much could be done about them, provided they conducted their activities outside of school hours and off school grounds.

PARENTAL DISSATISFACTION GROWS

But parental dissatisfaction continued and made itself felt in protests to the Lansdowne Home and School Association, a parent-teacher group.

As a result of a meeting held by this body in the fall of 1948, more than 400 parents signified their wish that fraternities and sororities be abolished and urged the school board to take action toward this end. When a boy was injured in a hazing episode, the board decided that a thorough study should be made. It appointed a committee consisting of three board members and 20 representatives of the school administration, faculty and townspeople with instructions to study the status, activities and influence of secret societies in Lansdowne and in other schools and to present its findings to the board with recommendations for action.

The organization meeting of the committee of 23 persons was held in January 1949 and by February a plan of procedure was adopted.

ARGUMENTS ARE HEARD

The committee decided to ask the parents of all elementary and secondary students and all secondary school teachers in Lansdowne their opinions about high school fraternities and sororities. At a special meeting the committee listened to the arguments of fraternity and sorority members and their supporters. Committee members conducted an opinion poll of high school principals in other districts and made a study of written material on the subject of fraternities and sororities. Case studies were made of the influences of fraternities and sororities at

Lansdowne. Then, after it had investigated the legal limits on board action, the committee reported to the board.

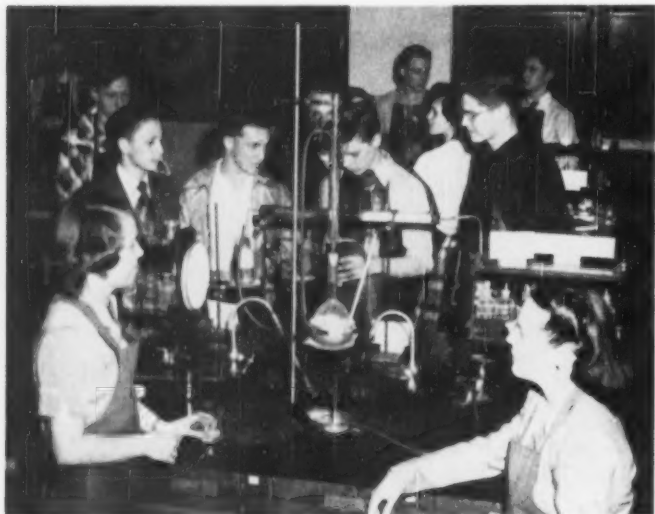
OPINION IS OVERWHELMING

The report said: "The study conducted by the committee reveals the fact that opinion, both in Lansdowne and in other localities, is strongly against fraternities and sororities on the junior-senior high school level. This opinion is most pronounced among educators, but parents of Lansdowne elementary and junior-senior high school students indicate by a great majority (67 per cent) that they are opposed to these organizations. High school fraternities and sororities are favored by their members, many of [their members'] parents (19 per cent), and friends. Fourteen per cent of the Lansdowne parents expressed no opinion on this subject."

Neither writers in education journals nor 85 public school administrators contacted by the committee favored fraternities or sororities in the public high schools.

The overwhelming weight of the opinions its members studied, said the committee report, was that fraternities and sororities do not belong in a modern democratic school program because frequently they (1) narrow sympathies and interests of student members, (2) develop clannishness and snobbishness, (3) set false standards, (4) carry petty politics into the school, (5) are detrimental to school spirit, (6) do not encourage proper use of leisure time, (7) have a bad effect on scholarship, (8) foster habits of extravagance, (9) are undemocratic, (10) stir up strife and contention, (11) lower ethical standards, (12) cause disciplinary problems, (13) dissipate the energies and ambitions of the members, (14) promote undesirable emotional reactions, and (15) are either unsupervised or improperly supervised.

The report also included the arguments of the members of fraternities and sororities and their friends to the effect that these organizations (1) provide social activities not provided by other organizations, (2) develop friendship among members and break down barriers among school classes, (3) promote good fellowship and teach members how to get along with others, (4) develop leadership, (5) have abolished religious discrimination, (6) do not need adult super-



The "Chem Club" arouses student interest and any enthusiast is welcomed.

vision on many occasions, but when such supervision is necessary it is provided; (7) promote charity; (8) are no more undemocratic than other Lansdowne organizations to which adults belong, and (9) would do more for the school if they were recognized school activities.

The committee's research showed that the Pennsylvania school code authorizes local boards to regulate and even to eliminate secret societies as a definite part of a school program and enables school boards to set up regulations concerning participation in school activities of members of such groups, even though such groups meet after school hours and not on school property.

UNDER CONTROLS

The committee recommended and the board unanimously approved these methods of controlling fraternities and sororities:

"1. Print and disseminate a pamphlet containing therein the essential data assembled in this report for the people of Lansdowne as a step in an educational program concerning fraternities and sororities.

"2. Circulate a copy of this report to the members of the fraternities and sororities in question with the request that, in view of the evidence herein assembled, they refrain from taking new members into these groups.

"3. Distribute each year to the parents of children in Grades 7 and 8 and of new entrants to other grades of the junior-senior high school a communication containing the results of this study and specifically request that said parents, in view of the data herein assembled, forbid their children to join fraternities or sororities or any other organization or club not approved by the school.

"4. Develop a more adequate social and recreational program and provide personnel and facilities for this program.

"5. Prohibit any member of the seventh, eighth or ninth grade during the school year 1949-50 or thereafter, any member of the tenth grade during the school year 1950-51 or thereafter, and any member of the eleventh grade during the school year 1951-52 or thereafter, any member of the twelfth grade during the school year 1952-53 or thereafter from participation in any school athletic event or other extra-curricular activity or from holding elective or appointive office in the school,

or from receiving any honor or award given by the school who is a member of a fraternity, sorority or other equivalent club or organization not approved by the school.

"6. Prohibit school students from conducting on or about school property any activities connected with said societies.

"7. Require each student, together with his parent or parents, before he is declared eligible to participate in any of the school activities, to be elected to any of the offices, or to receive any of the honors designated under article 5 of these regulations, except during the time limits not affected under the regulations of that article, to sign the following agreement:

"As a candidate for an athletic team representing Lansdowne Junior-Senior High School, or as a candidate for an elective or appointive school office, or for any other school honor or award, I hereby certify that I am not now a member of any fraternity, sorority or equivalent organization not approved by the school, and I hereby agree and promise that for the remainder of my career in this school I shall strictly refrain from any sort of membership in any such organization.

Signed _____ (Pupil)
 _____ (Parent)
 _____ (Parent)

"8. Assure present members of fraternities and sororities that they may continue membership in such organizations without restrictions other than those mentioned under article 6 of these regulations for the duration of their high school career."

ELIMINATION IS EXPECTED

Is the plan adopted by the board working? Although more time should elapse before a final answer to this question can be given, at present, a year and a half after board action was taken, the answer is "Yes." Students and parents favoring fraternities and sororities have been cooperative, especially in their support of the expanded club program and the social activities sponsored by the school to meet the needs formerly filled by secret societies.

If the community continues to support the action taken by the board and if the board continues to provide an adequate club and social program under school sponsorship, there appears to be no reason why these undesirable groups will not be entirely eliminated by 1953 from the Lansdowne school and community.



Member of high school bowling club rolls a strike.



No hazing here! Rather, it's a student sponsored entertainment.



Ping-pong is always a popular pastime on Open House nights.

A COMMUNITY LOOKS AT ITS SCHOOLS

and translates the results into action

C. C. LOEW

Superintendent of Schools
Urbana, Ill.

M. R. SUMPTION

Executive Officer for Field Services
University of Illinois

LET'S take a look at our schools." It really seemed to be a sensible thing to do in view of the heavy investment the community has in education. Add to that the fact that the schools have been running pretty much on their own for as long as the oldest citizen can recall. Isn't it time to take an inventory of a community institution that means so much in the lives of all of us, rich and poor, young and old, teachers and parents, students and graduates? The people of Urbana, Ill., said, "Yes," and this is their story.

Urbana is a typical midwestern city, distinguished principally as the county

seat of Champaign County and the home of the University of Illinois. Its population has grown steadily and now numbers more than 23,000 people. Urbana has never become industrialized to any great extent, since the city of Champaign just to the west has tended to absorb most of the industrial enterprises in the community. It does, however, provide merchandising outlets for agricultural products. The present school system includes one four-year high school, one two-year junior high school, six elementary schools housing Grades 1 to 6 inclusive, and one primary center that has pupils in

Grades 1, 2 and 3 only. The total enrollment is more than 2300. Approximately 1400 children are in the first six grades, and the others are in the upper six grades.

Early in the school year of 1948 the board of education gave voice to what had been in the minds of many teachers and other members of the community when it said, "Let's take a look at our schools."

Perhaps the most urgent problem was the fact that the school population was fast outgrowing the housing facilities, and the board members and the new superintendent fully realized that the situation was becoming acute.

In the second place, although the educational program probably was no better and no worse than that of most cities the size of Urbana, the question arose as to whether it could be made better. Some questions frequently asked were: "Is our educational program meeting the real needs of the community?" "Is there need for expansion in areas such as preschool, adult, vocational and consumer education?" "Are we shortchanging the exceptional child?" "Is our school organization efficient?" "Can we afford the kind of educational program we think desirable?"

It was from this situation that the idea of a cooperative survey grew. The



Courtesy of Champaign-Urbana Courier

A committee finishes its inspection of Washington School, Urbana, Ill. Third from the left is C. W. Odell of the College of Education. At the far right are Mrs. Mary Stayton, a teacher, and F. R. Stegerda, president of the board.

Nine high school students comprised one of the three central committees. The six students shown at the right are from senior high. Other members were from junior high. There were numerous subcommittees and interlocking groups.



board and the superintendent recognized that within the professional staff and the local community there existed many competencies that would prove invaluable in any appraisal. It also was recognized that professional consultation should supplement the work of the community and that the staff members of the University of Illinois College of Education could give guidance where needed.

Therefore in September of 1948, when the cooperation of the university was assured, the project was inaugurated. It was launched with the clear understanding that it was to be a community project, although the field service staff of the college of education would set up a survey structure, suggest methods and techniques for study, and provide guidance and advice as it was needed. The responsibility for carrying the project through to completion rested squarely upon the members of the local school staff and upon the other citizens of the community. The plan of the survey was based upon the theory that if teachers, students and other citizens of the community studied the problem at firsthand they not only would see the needs and help formulate a program to meet them, but also would give full support to a sound educational blueprint for their community.

THREE COMMITTEES CHOSEN

The first job of the board of education, on which it spent several weeks, was that of the selection of a citizens central committee for the survey. Every attempt was made to select representative citizens of proved ability who would be willing to give time and effort to the project. Twelve citizens were invited, in a letter which explained the plan and purpose of the study, to become members of this central committee. Each of the 11 who agreed to serve on this committee ac-

cepted the responsibility and gave whole hearted support to the project. Members of a second central committee of 13 teachers were selected by the teaching staff itself. The nine student members of a third central committee were selected by the student body.

INTERLOCKING COMMITTEES, TOO

Each of these central committees assumed primary responsibility for one or more areas of the study. Each formed subcommittees enlisting additional citizens, teachers and students in the various phases of the enterprise. The chairmanship of these subcommittees was sometimes assumed by a member of the central committee, but in many cases subcommittees operated without central committee personnel. These subcommittees made extensive studies of specific phases of the educational program assigned to them by the central committees and brought back reports.

The various members of the three central committees worked in close relationship and served on a number of interlocking committees that helped to coordinate the work of the survey. For example, a building committee, composed of laymen, teachers and students, accompanied by a member of the university staff, made a careful inspection of the school buildings. The members of this interlocking committee were then able to report back to their respective central committees on the condition of the school buildings in the system.

At the first meeting of the central committees each one selected its chairman and secretary. With the help of

university staff members, the structure of the survey was decided upon and areas of specialization for each committee were selected. For example, the students' committee undertook as its special assignment the responsibility for collecting all pertinent facts about the community, its resources, population and vocational opportunities. This committee not only enlisted the aid of many students but also drew heavily on laymen in the community for necessary data. Several members of the citizens central committee made important contributions to the students' report.

In the areas of curriculum and staff personnel the teaching staff assumed leadership but made wide use of laymen in their analyses and appraisals.

Buildings, finance and general administration were the primary responsibility of laymen, who worked closely with local teachers and administrators and members of the university staff.

FIRST PHASE OF SURVEY

The first phase of the study necessarily consisted of obtaining and interpreting facts. This was an activity in which all committees and subcommittees shared. The information obtained was submitted by subcommittees to the central committees, which then shared the collected data by means of mimeographed reports and central committee meetings at which representatives of other committees gave oral reports. Furthermore, the chairmen of the three committees kept in close working relationship and acted as a coordinating force to ensure that each committee was kept up to date on the progress of the survey.

The Urbana school survey is a splendid example of the co-operation necessary between the school authorities and the townspeople. It served, not only to bring out the precise problems and needs of our schools but also, more important, to create a citywide interest in our school system. This interest is an invaluable asset.

Glen E. Chopman, Chairman, Citizens Committee

The second phase of the study involved a careful appraisal and analysis of the facts obtained and of their implications for improving the educational program of the community. The survey committees frankly faced facts and did not spare themselves or the schools in pointing out weaknesses and inadequacies. Good things were found, too, and they were brought to the attention of all committee members.

The study, however, was primarily oriented toward finding out wherein the educational program was failing to meet the needs of the people. For example, the guidance program was critically appraised in the light of the facts obtained about the pupil population, the drop-out rate, vocational opportunities in the community, and general community resources. Citizens committee members who were business executives examined the administrative setup with an eye to discovering inefficiencies and inadequacies. Their appraisal was submitted to the central committees so that the reactions of teachers, administrators and students could be determined. These reactions served to modify, in some respects, the appraisal given by laymen. A glance at pupil population trends and the report of the housing subcommittee convinced everyone that new school buildings were needed. The study of the financial condition of the district served to convince even the most conservative members of the committees that the community could well afford to support an expanded curriculum and a school building program.

The third phase of the study consisted of the formulation and coordination of a series of recommendations. These recommendations were based on the pertinent facts that had been unearthed, the analysis and evaluation of these facts, and the desire to obtain for the community the best educational program it could afford.

The process by which these recommendations were arrived at was quite

simple. Each subcommittee submitted recommendations for the area to which it was assigned. These recommendations were then carefully considered by the appropriate central committee. In some cases they were modified or changed to avoid duplication and to effect unity. In cases of disagreement the chairman of the subcommittee in question was called in, and the matter was discussed. However, the central committees assumed responsibility for the tentative recommendations in the areas assigned to them.

When the tentative recommendations in all areas had been completed, they were mimeographed and submitted to all members of the three central committees. Then followed a series of individual and joint central committee meetings out of which grew the final recommendations that were adopted by the central committees and incorporated into the final report. Specific recommendations for the improvement of the school program were made in the following areas: student personnel, staff personnel, elementary education, secondary education, services for exceptional children, co-curricular activities, administration, the school plant, and financing the schools.

During the course of the survey, wide publicity was given to it by newspapers, radio stations, and other

mediums of communication. This publicity dealt with the methods and techniques of the study, the personnel involved, and the facts discovered, but not with the recommendations. Publicity on the recommendations of the survey came after the final report had been submitted to the board of education.

The work of compiling the report and producing more than 300 copies was jointly shared by the central committees and the college of education staff.

Ten months after the survey began, the chairman of the citizens central committee made the formal presentation of the survey report to the board of education. The president of the board, in accepting the report, expressed his gratitude for the time and effort spent in constructive work by all those participating in the survey. He further promised that the board of education would give the report most careful study and take action at the earliest possible moment.

WHAT URBANA DID

When school opened the following autumn, just one year after the survey was inaugurated, the board of education had given general endorsement to the recommendations of the survey, and the implementation of the survey program began. First of all, in a week-long planning conference, the teachers and the administrators laid plans for putting the survey recommendations into effect. They realized they were launching a long-range program, but they were eager to begin and were confident that great strides could be made that year.

Four implementation groups were set up to work with the board of education in carrying out the recommendations of the survey. These four groups

The determination of the Urbana citizens to make a thorough and objective study of their schools and the critical and professional analysis by University of Illinois educators of the data collected have given Urbana a document that is vital and productive. The survey should help the board of education for years to come. The wholesome interest and enthusiasm that resulted from this undertaking gave impetus to the passage of a bond issue of \$1,548,750 for new school buildings and placed the schools in the important and proper position they deserve in the thinking of the citizens.

F. R. Steggerda, President, Board of Education

At this time we are taking the first steps toward achievement of the goals we set up in the survey. Each step brings us nearer to making a reality that which was once a dream of the future. I believe the Urbana school survey will prove to be a blueprint to guide us toward a better school system.

Jim Johnson, Chairman, Students Committee

were organized around the following areas: philosophy, curriculum, guidance and public relations. The specific purpose of these professional groups was to cooperate with the board of education in actually seeing that the recommendations were carried out. They were determined that the planning and working together during the last year should bear fruit. They were convinced that only by consistent cooperative effort could the goals set up in the survey be attained.

With a few exceptions, teachers and administrators accepted membership in the groups. The general feeling was that they shared in a task that promised rich rewards for themselves and their community. The work of these groups was directed toward making desirable changes as quickly as possible, both in their own right and through the board of education.

The group working in the area of philosophy set itself the task of translating the philosophy and objectives of the school, as expressed in the survey report, into attitudes, understandings, skills and concepts which, in turn, could be used by the classroom teacher in her daily work. It tried to help teachers improve their classroom practices in an attempt to make these more consistent with the expressed philosophy of the schools.

The group working with the implementation of curriculum recommendations considered reading basic to curriculum improvement, since it is the common denominator of the whole program, and made the concentrated study of this problem one of its first projects. In approaching the problem of dealing with children as individuals in reading, as well as in other areas, this group is offering additional evidence to the board of the need for more school space and smaller classes, both of which were recommended in the survey report. The group plans to continue the work of analyzing each subject matter field in the light of its contribution to the needs of students

and to recommend continued revision in line with changing needs. Ways and means were devised to expand offerings, in the light of discovered needs, as rapidly as facilities and staff could be provided.

In order to facilitate its work, members of this group requested that the college of education set up a course in curriculum development specifically designed to help them achieve their goals. This was done in the spring of 1950.

The group devoting itself to guidance immediately began trying to

teachers more aware of their responsibilities and by acquainting the public with the actual classroom work done in the schools. This group also offered its services to the board in connection with the new school building program.

For its part the board of education, in line with recommendations of the survey, employed architects and began the urgent job of getting the recommended building program underway. As preliminary drawings were made, the board sought advice from various committee members. The building program was discussed at parent-teacher meetings, and the location of the site of the proposed Southeast School was discussed at an open meeting. The board members felt that the whole project was a community enterprise and treated it as such. The survey committees and the board of education received gratifying evidence of the community's support for their work in the bond election held in the spring of 1950. At this election, the voters overwhelmingly approved a

The teachers of the Urbana public schools have found the survey an invaluable source of inspiration and an incentive. Each one has had an opportunity to examine himself and his practices, as well as an opportunity to see what other teachers in the system are doing. The survey has given a common purpose to all the teachers. Working so closely with the administrators, the board of education, and local citizens has given the staff an insight into the complexities of the educational program and the needs of the community. No one who participated in this project can regret the time and effort it has taken.

Lenna Schwabe, Chairman, Teachers Committee

formulate a better reporting system so that both parents and students might have a more meaningful appraisal of school work. This was in line with the recommendation of the survey, which called for a complete overhauling of the marking and reporting system. A second task was the revision of the student record system, and the third was the establishment of a closer relationship between the guidance program and the resources of the community. The need for work on both these problems had been stressed in the survey report.

The group concerned with publicity adopted as one of its purposes the expansion of the public relations program of the Urbana schools by making

school building bond issue of more than \$1,500,000.

From time to time the professional groups at work in the four areas mentioned make reports to the board of education, while the board in turn makes known to the staff its progress. The survey report, which is available to all teachers and members of the community, is serving as a flexible blueprint to point the way to a better school program for Urbana.

The general feeling of students, parents, teachers, members of the board of education, and other citizens is that Urbana is moving forward on a long-range program that is making education a much more vital force in the community.

IN-SERVICE TRAINING INDIVIDUALIZED

An experiment in Los Angeles County

HOWARDINE G. HOFFMAN

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C. C. TRILLINGHAM

Superintendent of Schools
Los Angeles County, California

LOS ANGELES COUNTY'S summer workshops in elementary education are a direct result of unprecedented growth in the Los Angeles area during the last decade. Children from 47 other states and California's own war babies have increased school enrollments faster than teachers have been trained. Hence this great metropolitan county has looked to the rest of the nation for the teachers to teach its children.

More than 80 per cent of the men and women who greeted elementary children in noncity school districts of Los Angeles County at the opening of the current school year have come into the area since the beginning of World War II. They are comparative newcomers, recruited from thousands of communities across the nation—from remote rural areas, villages, crossroads, small towns, and major cities from the Atlantic to the Pacific and from Canada to Mexico. Some have come as exchange teachers from across the oceans and have remained to make California their home.

To meet the challenge of helping these teachers who have varying backgrounds, experiences and training, the office of county superintendent of schools, in cooperation with the Los Angeles County Board of Education and teacher training institutions located within the county, conducts a summer workshop in elementary education.

After five years of experimentation, the workshop retains its most unusual characteristic, that of individualizing

the in-service teacher education program for teachers.

Through individual conferences, representation on planning committees, questionnaires and formal requests, teachers have indicated what they want to know, to be able to do, and to experience as a means of better preparing themselves for the task of guiding children:

"I want to write a unit in social studies."

"I want to know how to organize my classroom for democratic living."

"I'd like to know more about motivating children to do their best."

"I want time to develop instructional materials suitable for the children in my room."

"I want to know how to find time to help all 40 children in my class."

"I want to know how to obtain the help of parents."

There were still other "wants." Teachers expressed them simply. They gave clues for determining the content, experiences and methods of both the immediate and the long-range programs of in-service teacher education.

FIRST SERIES OF WORKSHOPS

In the spring of 1946 the staff of the division of elementary education laid plans for its first summer workshop. The program was so organized that teachers could enroll for four one-week periods if they desired to devote a month of their time to study. There were no charges except for materials.

During this series of so-called workshops teachers discussed the place of

art, construction and music in the child's curriculum. They discussed manuscript writing and learned to use it in making charts, graphs, labels and other instructional materials. They learned how children become oriented in space and direction, how maps are used, and how to construct playground, floor and wall maps. The teacher participants constructed with wood, modeled in clay, painted with calimine and water colors, and made rhythm instruments. There were hours of experimentation and many satisfactions in learning how to use materials and equipment in working with children.

This first series of workshops was hailed enthusiastically; yet teachers and staff, encouraged to appraise the program critically, concluded that future workshops should place greater stress upon the relations among the what, why and how of teaching. From evaluations came many suggestions, good ideas, and plans for the future.

By the next summer, 1947, plans were completed for a laboratory school consisting of classrooms of primary, intermediate and upper-grade children, course work, and special-interest groups. Members of the workshop spent from six to eight hours each day for a month in related activities, including: observation of children; discussion and evaluation of classroom observations; lectures, reading and discussion of curriculum, methods and evaluation, and practice in the use of a variety of tools and technics of instruction.

With the cooperation and backing of the heads of education departments of teacher training institutions in the county and with the assistance of their faculty representatives, the workshop program was approved for credit.

Again the workshop was acclaimed a success by teachers who participated in its many activities, and again teachers and members of the division of elementary education staff were invited to evaluate the program. They made many suggestions, which were incorporated in the workshops offered during the three succeeding years.

Last summer workshops at Wilkerson School, El Monte, and Roosevelt School, Bellflower, had a flexible daily schedule that provided for:

1. One or two hours of observation in kindergarten, primary, intermediate and upper-grade classrooms.

2. An hour and a half or two hours in group discussions of child development and problems and practices of

curriculum development, methods and evaluation.

3. Two hours in laboratory sessions, working on projects of the teacher's own choice.

4. Thirty minutes to an hour or more in the curriculum library.

5. Conferences with supervisors and coordinators in general and special fields.

The noon period varied from center to center and from day to day. Teachers and staff members lunched together, and sometimes they danced or sang. Upon several occasions they viewed well selected classroom films. The library was a popular spot.

Until late in the afternoon the centers hummed with activity. There were committee sessions, individual and small group conferences, and work periods in the art, music, science and instructional materials laboratories and in the reference libraries.

General supervisors, educational psychologists and nurses helped teachers with the tasks they had chosen for themselves. Resources for art, music, science, audio-visual education, and health and physical education were available.

Each member of the workshop, with guidance and help from a staff consultant, selected an individual or group project for special work.

ACTIVITIES ARE DIVERSIFIED

A group of teachers employed in several schools within the same district toured the community, interviewed business and industrial firms and governmental agencies whose services could be utilized in enriching educational experiences for children, and prepared a community-resource file containing pertinent data about services available, visiting hours, individuals to contact, and so forth.

A committee of kindergarten teachers compiled a simply illustrated folder to acquaint parents with the kindergarten program. The folder described ways in which parents and teachers might work together.

Four middle-grade and upper-grade teachers from one school collected and organized a variety of concrete materials for use in the development of concepts and skills in mathematics. In the kit they placed instruments of measure; cartons and containers of various sizes; banking, budget, billing, invoicing and insurance forms; time-tables and maps, and posters and newspaper advertisements.



TALKING WITH OTHERS WHO HAVE SIMILAR EXPERIENCES AND INTEREST HELPS.

Another committee of teachers from various types of school situations was interested in the technics of map construction. The teachers walked through a neighborhood, laid out a plan for a floor map, decided upon symbols to represent the landmarks, and constructed a map showing the school, major streets and highways, buildings and other features of the landscape. They translated data from their floor map into smaller symbols that could be represented on a desk or wall map. They analyzed proposed experiences for the children with whom they were going to work and decided upon ways in which they could use maps to organize information as their children became oriented in space, distance and direction.

A small group of teachers working with 10, 11, and 12 year olds analyzed a wide variety of printed material in an effort to prepare a source list of interesting content written in simple style and easy vocabulary. This promising project was not completed during the time available to the committee; however, plans are under way for its continuation during the current school year.

Many teachers selected one or two related problems for intensive individual study during the four-week period. The workshop staff gave guidance in the selection of significant aspects of the problem, in planning a program of study, and in locating source materials.

Workshop members learned by doing. They gained experience and skill in using the scientific method of problem solving. For example, each teacher gained practice in identifying and stating problems by identifying and stating some of the problems he sought to help children solve. It is important to note that firsthand experiences were supplemented by daily observations of experienced teachers and children demonstrating the use of the scientific method in classroom situations.

The majority of the workshop members took one or more field trips during the month; all observed demonstrations; all viewed one or more films; many interviewed informed persons; many performed one or more science experiments; many worked with clay, paint and wood; all read from the educational literature.

SCIENTIFIC APPROACH USED

Practice in verifying information was provided throughout the summer program. The workshop staff challenged participants to apply the scientific approach in planning and evaluating the learning experiences they had chosen for the summer.

To organize, interpret and use information, each workshop participant again engaged in a variety of activities appropriate to the group of which he was a member and to the problem he had selected for study. Rules and regulations for the observation periods, for coffee-hour procedures, for use of

grounds, and for home use of reference materials were formulated by the workshop participants and staff. Many teachers collected pictures, pamphlets and clippings and organized files for use by children during the year. Some made models; many participated in map making; a few made slides, and, of course, all made at least one report on some phase of a problem under consideration.

The workshop provided for many teachers their first experiences in painting, modeling and rhythms. They were surprised at the satisfaction they received from paint brushes and color, from rhythmic expression, or from playing rhythm instruments they had made for themselves.

TEACHERS WRITE REACTIONS

At the close of each summer workshop, and again during the year following the workshop, teachers are invited to help evaluate their summer experiences. Obviously, what happens in a teacher's classroom is more significant in evaluating a program than are her spoken reactions to the program. However, follow-up observations and conferences have shown a close relationship between the way teachers feel about the values of their workshop experience and the quality of living and learning provided for children in their classrooms. From their written reactions it becomes apparent that teachers believe that:

1. Group discussion clarifies issues and develops understanding.

A mature and experienced middle-grade teacher writes: "I've heard educational jargon so many times before, but not until this summer have I been in a situation where I could question, comment, disagree, give illustrations, or think out loud. The word 'discipline' doesn't mean to me what it did before our discussion. I've been helped to relate philosophy and practice—I am beginning to understand what it means to use democratic procedures. Our discussions have opened the doors—I think I'm beginning to understand some of the things I've been saying for a long, long time."

2. Democratic procedures are learned.

A primary teacher frankly states: "I marvel at the responsibility these youngsters can assume. I really didn't think children this age (6 to 8) could plan together. Secretly, I think I hoped that the experiment would fail so I could say, 'See, the experts talk about it but don't do it either.' To see what

has happened in one short month with children who had so little background has convinced me of the merits of group planning, group work, group evaluation."

3. Human relationships are so important.

A fifth-grade teacher of many years' experience comments: "The workshop helped me become more sensitive to the children who needed affection and recognition beyond the average; the lack of racial prejudice among the young children and the relation of dominant children to all others, including the backward ones; the ways the teacher got the group working together as a whole and created an atmosphere in which all children felt needed."

4. Teachers want help in understanding children.

From a teacher of seventh-grade children we learn: "The sociometric chart was entirely new to me. I'm thrilled with its possibilities but am going to need more help in interpreting what it reveals. I hadn't realized children had such definite likes and dislikes."

5. Teachers want to do a good job.

The way individuals feel about themselves and their work is so important that we share some comments as teachers gave them:

"I have ideas to develop that will make it interesting for the children and for the teacher. I feel much more at ease and comfortable about the coming year."

"First of all, I want to say what a wonderful experience this has been for me. I feel sorry for the children I had last year and hope my next teaching year will be much richer for the children."

6. Teachers, too, learn by doing.

About their firsthand experiences teachers comment:

"The discussion periods have been invaluable to me in terms of the ideas expressed and of the technics used. I've always heard how important it is to help children achieve skill in discussion, but this summer we really learned to discuss by discussing. I like it this way!"

"How could I have ever thought I was teaching my children to use manuscript writing? What we did was very bad indeed. This summer I learned how to write and how to teach children to write."

"You just can't enroll in a music group and remain a wallflower."

7. Talking with others who have similar experiences and interests is helpful. Teachers say:

"This type of workshop gives a wonderful opportunity to get acquainted with others in the same field and to share problems and ideas."

"The get-togethers at noon, the folk dancing, the watermelon feed, the tea were all opportunities for play and relaxation. The combination of work and play balances very well."

8. Teachers are searching for new ideas, new inspiration, new technics and new materials.

"I have always carried on a formal type of teaching. It helped me greatly to see the democratic way the classroom was carried on in the workshop."

"Before coming to the workshop I had no idea of how to work out a unit of study. I need more help but am confident that I'm ready to begin to try. I'll be back next year with questions from my own experience."

9. Workshopers suggest changes for another year.

Among their many reactions, teachers inject questions, recommendations or suggestions that stimulate the staff to evaluate continuously the program in terms of content, scheduling, methods and technics, resource materials, and ways of working.

10. Learning can be fun.

Teachers say:

"The reading itself has been worth the price of admission. We're all exposed to good professional books, but I needed guiding to make me really read. From now on I'll be more conscious of our bookshelves."

"To see an actual class in action—and I do mean action on many occasions—brought the situation down to the place where we live."

EXCITING FINISH

The last day of school, even in teacher workshops, is an exciting day. Teachers leave the centers laden with picture and material files, charts, booklets, clay work, paintings, rhythm instruments, equipment for science experiments, source lists, ideas, impressions and enthusiasm. They have experienced a summer of study individualized to meet their own needs. They have been guided by a staff whose chief objectives were to demonstrate the principles of learning, provide an experience in democratic living, and to enrich the background of teachers so that they, in turn, may enrich learning experiences for children.



The School's *FIRST LADY*

*has an influence, good or bad, on
how the public views the schools*



IVAN S. DAVIS

Superintendent of Schools, Merrill, Mich.

HOW many times have you heard someone comment, "He is a good superintendent, but I can't stand his wife"? It is fair to assume that, by virtue of her position, every superintendent's wife is a public relations agent for the profession. She has no choice, she cannot avoid the implied responsibility. The question then naturally arises, How can the school administrator's wife conduct herself to contribute most toward a successful social interpretation program in a school community?

The answer depends upon many varying factors. The nature of the community, the educational background of the woman concerned, whether she is employed in the school system, her responsibility as a homemaker, and her personality all need to be considered. Practices that might prove successful in one community for one individual might be entirely ineffective in another community or for someone else. For example, the "first lady" in a large community might have little influence on the public because her associations could be only within a close circle of a few well chosen friends. In a small community she might be known and remembered by virtually everyone she meets in her daily program. As a result she might be expected to act as an ambassador of good will for the school.

GUIDEPOSTS FOR NEW SCHOOLMEN

Although each administrator will have to determine to what extent the conduct of his wife will be reflected in the social interpretation pattern of the school, certain examples may serve as guideposts for school men who are entering the field of administration and for their wives. Wives have good intentions and many are sincere in desiring to aid their husbands in a way that will meet the approval of the public. The danger lies in the fact that many do not know until it is too

late or until they learn by sad experience what constitutes good and bad public relations. Some wives may feel that they should have no part in school or community affairs while others may feel a strong sense of responsibility. Either attitude can lead to serious difficulties.

A CONTRAST IN WIVES

One end of the scale is classically illustrated by the superintendent's wife who was asked on the telephone when school would open. She replied, "I don't know. I never have anything to do with school affairs. You will have to contact my husband for your answer." Many people cannot visualize a home in which the work of the family head is so remote from the family circle. This is particularly true in a rural area, such as the one in which this incident took place. Such a blunt, impersonal answer could hardly be considered conducive to good public relations.

The opposite end of the scale is well exemplified by the policy adopted by Mr. X, a superintendent in a medium sized school system. His customary answer to visiting salesmen was, "I can't tell you what our decision will be until I discuss the matter with Mrs. X." Mrs. X was employed by the board of education as personal secretary to the superintendent, and many people reported that it was as difficult getting through to see him as it is to penetrate the "iron curtain." The board of education might as well have hired this young woman for both positions and saved the taxpayers six or seven thousand dollars annually.

Somewhere between these two extremes is a position that should be acceptable to the general public and that would contribute toward positive social interpretation.

Communities appreciate administrators and administrators' wives with whom it is easy to get acquainted, who do not affect an air of superiority, who make one feel at ease, and who have the tact and poise to appear at home in any gathering, whether it's Rotary Club's ladies' night or the school picnic. The wise "first lady" will share with her husband a pleasure and pride in the school and the community and will emphasize their good points while trying to help correct their weaknesses. Complaining and fault finding often result in building up antagonisms. The superintendent's wife should avoid a controversial attitude. When pressed, she should give the facts as simply as possible and let the listener reach his own conclusions.

WIFE MUST RESPECT CHILDREN

Good schools must necessarily be centered upon the welfare of the child. Interest in his own children is something everyone in a community has a right to expect of those entrusted with the training of boys and girls. The superintendent's wife who does not respect and appreciate children is as demoralizing to a good public relations program as is the wife of a large corporation executive who takes the attitude that big business is operated for huge profit through the exploitation of the laboring man.

One newly employed superintendent who had a wife and two children was confronted with the problem of finding a house. He was directed to a former superintendent of schools who owned a home in the community but was employed in another school system.

During the course of the conversation, in the presence of the two small children, the lady of the house caustically said, "We have decided not to rent our house to anyone with children

or dogs." The young father quickly retorted, "Sorry, Madam, but we have two children and two dogs. Although I am fond of my hunting dog and the children love their pet, we might dispose of the dogs, but I'm afraid we have the children for keeps." Needless to say, the happy family continued on its way on its house hunting expedition. This former superintendent's wife had been employed for five years in the same school system with her husband; she was despised by her fellow teachers and by the pupils.

"TEACHING PARTNERSHIPS"

Wives of school heads have tremendous influence upon the opinions, attitudes and conduct of their husbands in school-community relations.

An outstanding example of a successful "teaching partnership" in the educational world is that of the late Cora Jeffers and her husband, Fred Jeffers, who teamed up for a period of 55 years to accomplish more than either one working separately could possibly have done. Over these years Mrs. Jeffers served as principal of the Painesdale High School, in the school system of which her husband was, and is, superintendent. As public school leaders, Mr. and Mrs. Jeffers worked together to gain the confidence, respect and acclaim of the residents of this small mining community, the people of the state of Michigan, and educators throughout the world. By means of close home and professional companionship, they strengthened and guided each other to educational careers that have inspired thousands to rise up and call them blessed.

Many newly married school people continue as "teaching partners" because of (1) financial needs, (2) a desire to get some returns on money invested in an education, or (3) an active desire to be of creative service through the teaching profession.

Elimination of the financial reason could and should be accomplished by the payment of adequate salaries. The salary of a beginning superintendent is so low that often it is necessary for both the man and his wife to be employed in order for them to maintain the standard of living expected of a professional leader in the community. Rearing a family is delayed and plans for future home life are tabled while the wife goes into the schoolroom to supplement the family income.

Such a condition often leads to poor public relations. The wife may

aspire to the "resignation" rôle, where her true talents are not displayed, or she may aspire to social dictatorship and cause general resentment on the part of school personnel and pupils. Neither condition is conducive to good public relations.

The desire to gain some return on investment, although quite different in purpose, may have the same disastrous results. Women with this desire are likely to aspire to social dictatorship because of their inward feeling of possessing training and talents developed through years of labor and at a relatively high cost. With a sense of insecurity in the position and relatively few years to practice the art of teaching, the young woman may, through her desire to dominate school situations, cause much friction among staff members, pupils and local citizens.

The teaching wife who remains in school work to be of service in the teaching profession, with the interests of the child at heart, will probably cause little difficulty. In fact, her presence may be a positive factor in good public relations. The "service above self" approach should create a feeling in the teacher of understanding and sympathy toward the problems of the school administrator, fellow teachers, pupils and the community. A person of such qualifications should not be compelled by board policy to seek employment in another school system and above all should not be forced into other lines of activity. Good teachers are too scarce for us to drive any of them away from the teaching profession. Leadership may come from the teacher's ability to serve the community, from her personal influence as one who is educated, cultured and public spirited, and from the strength of her personality.

Wives who are not employed in the schools may make great contributions in community relations or they may, by thoughtless, irresponsible actions and poor judgment, cause as much damage as the most troublesome teaching wife.

WELL BEHAVED OFFSPRING

The outstanding contribution that any superintendent's wife can make toward good will and confidence is to rear a family that will be the pride of both the home and the community. This is not an easy assignment in most communities because the superintendent's family is often being critically observed by the townspeople. Many

successful superintendents are frank to admit that their families are the biggest asset they have as far as tenure of position is concerned. Some former superintendents, although reluctant to admit it, can trace much of their difficulty to their failure to do a good job of rearing their own families.

People are hesitant and suspicious about entrusting their children to those who have made a mess of bringing up their own families. In this age, when school people are writing and saying so much about the responsibility of the home, the school administrator cannot risk having his own family anything but a shining example of the products of a well organized, well managed home.

SHOULDN'T BE A JOINER

The superintendent's wife should not engage in outside activities to the extent that they interfere with the job of home management. Budgeting time is as important for her as it is for the busiest classroom teacher. She cannot afford to participate in community affairs merely to become a "social butterfly." The wife who is only a joiner will not fool the community for long. It would be wise for the administrator's wife to affiliate only with those groups in which she is most interested and after accepting appointments and responsibilities to discharge them promptly and with enthusiasm.

Around the bridge table or at the beauty parlor is no place to discuss controversial school issues. An alert individual may, by polite, intent listening, gain a knowledge of public opinion that can be used by a clever administrator to head off difficulties in the future. Many people will express themselves informally who would never come to the school.

Every school superintendent's wife must know her community and let this knowledge guide her conduct. As a member of the teaching family, she should possess a love for children and practice kindness toward the children of the community. Her biggest responsibility is rearing her own family of children well enough so that any parents of the community would be proud to claim them as their own. Over-participation and under-participation in school affairs can be dangerous. The community has a right to expect her to show an interest in and appreciation of the school and community, but it does not appreciate the dictatorial or meddlesome type of individual.

MANDATORY PRIORITIES *for critical materials*

An interview with

L. E. PARMENTER

Executive Manager
National School Service Institute
Chicago

by **ARTHUR H. RICE**

SCHOOLS will suffer unnecessarily if handicapped by unwarranted priorities on supplies and materials. The National Production Authority has been asked by the National Conference for Mobilization of Education to establish mandatory priorities for the allocation of critical materials for education and health. A similar appeal has been made to the Department of Commerce, which supervises civilian priorities.

One of the N.C.M.E. committees was assigned the study of priorities in allocations of critical materials. As a member of this committee, L. E. Parmenter, executive manager of National School Service Institute, has spent many days in Washington gathering facts and making contacts for the committee. Answering questions from a representative of *THE NATION'S SCHOOLS*, Mr. Parmenter summarized the latest developments as follows:

1. To what extent are schools handicapped now by shortage of materials for schoolhouse construction and for the manufacturing of equipment and supplies?

Not since 1940 have manufacturers been able to purchase all the needed steel, nonferrous metals, and other necessary raw materials direct from the mills. The mill price of steel was 41½ cents a pound. Manufacturers have had to scour the black and gray markets to supplement the supply, and at a price of from 10 to 13½ cents a pound. Since Korea, it has advanced to 18 and 19 cents a pound. Since July, sufficient quantities have not been procurable at any price.

On voluntary allocation by the mills a small industry is at the bottom of the list.

2. Is this situation likely to become more serious?

The situation is much worse today and is growing more serious day by day. Rubber is curtailed; steel restricted; paper very short in supply; veneers are exceedingly hard to get; copper orders and aluminum almost

impossible to find. Cotton duck is beginning to be curtailed.

There is a great lag between purchase and delivery.

With the civilian economy taking capacity production, the government now drains off from 5 to 25 per cent of raw materials. That shortage affects the supply to civilian users.

3. What are the estimated needs of materials for school building and supplies for the coming year?

The estimated needs for school equipment and supplies for the coming year are infinitesimal when compared to the national production now of 100,000,000 tons of steel and the anticipated 110,000,000 tons within a year. The school equipment industry needs only about 110,000 tons a year, which is 0.1 per cent.

Releases from Washington estimate civilian needs of steel at 120,000,000 tons and defense needs at from 5,000,000 to 10,000,000 tons. The reports state that less essential users must be cut back. Non-essential users will be faced with a full cut-off from steel by 1953.

The school equipment industry needs 110,000,000 board feet of wood lumber; 20,000,000 pounds of paper; 1,750,000 yards of cotton duck, and so on for the materials in short supply. In all of these categories, these totals are a mere pittance of the national production.

4. What restrictions and controls over such materials are now in force?

To date, only the war materials order DO No. 1 priority is in force for war materials only. The remainder is on voluntary allocation by the pro-

ducers of the raw materials. However, by the middle of November there will be further controls.

If the schools are to be served there must be a mandatory priority order second only to defense, given at the manufacturing level so that industry will be permitted to produce continuously for the second line of defense, i.e. education, health and local and state governments. Industries serving less important fields could then function on voluntary allocations.

5. What further controls and priorities are contemplated by the government?

Issued late in October are orders M 1 and M 2 restricting use of rubber by 25 per cent for any purpose except for defense and eliminating completely the use of columbian bearing steel.

M-4 bans new construction for recreational purposes but permits building of gymnasiums, stadiums and swimming pools "where incidental to a building used for general classroom, laboratory or other educational (instructional) purposes."

6. What have educational leaders done to date to make known their needs and to prevent a repetition of the low priority for school needs in effect during the last war?

The establishment of the Committee for Mobilization of Education, represented by 83 groups interested in education, is a quick step in the right direction. This committee has advised the Department of Commerce of the United States, which is to handle civilian priorities, concerning the inefficiency of World War II priorities.

At that time, priorities for education were issued directly to the schools. The school, when purchasing, gave the priority to the supplier. The supplier then had to gather orders from many schools before he had enough to place an order with a manufacturer, appending the collected priorities thereto. One supplier's order was a mere pittance to the manufacturer, who

had to gather priorities from many suppliers before he had enough to order raw materials. This process took from six months to a year before raw materials could be procured for the manufacturer. This loss of time made it impossible to produce and distribute most items in time for school use. Hence, education was severely handicapped.

7. What recommendations and proposals for safeguarding the needs of education and health are being proposed to the National Production Authority?

The N.C.M.E. has recommended that mandatory priorities be given at the point of production to assure manufacturers of sufficient quantities of raw materials before any voluntary or other allocation is made.

Just as mandatory priorities are given to manufacturers of war equipment and materials, if we are to back up the defense effort, there must be

mandatory priorities for manufacturers of school tools, so that production can keep pace with school needs.

In the case of war material priorities there is a penalty clause for using materials purchased for any other purpose. The same penalty clause should be inserted in the priorities given school item manufacturers.

Voluntary allocation will work to the disadvantage of schools. When 80 per cent supply is divided between 110 per cent demand, the small industries get less than their percentage of the share. Large users are always preferred customers.

8. What responsibilities must business and industry assume, such as the elimination of the black market in steel?

Black and gray markets always thrive on critical shortages. Raw materials producers could prevent this diversion. One optimistic note does appear on the horizon. The United

States Steel Corporation recently inserted the following clause in its contracts:

"This sale is made upon the express condition that the products shall not be diverted or reconsigned in transit unless authorized by the seller. . . . If buyer resells any of the products prior to processing the same without first offering such products to seller at cost of acquisition, seller may cancel deliveries of any ordered but undelivered products."

If other producers would do the same, most of the black and gray markets would disappear.

9. What other action should schoolmen and industry take to assure adequate supplies for education?

Every schoolman and every member of industry should stand solidly behind this plan of mandatory priority for education, health and local and state governments at the source of production.

If divergent views are presented, there will be excuses for making it less effective.

With mandatory priority, the supply would be normal and every school could purchase as in normal times. If the black or gray market could be eliminated, the price of equipment could be reduced by a substantial amount.

The restrictions on the procurement of materials for schools calls for close cooperation between the school administrator and the school supplier. Not only the critical materials but all materials will be ever increasingly hard to get and to deliver.

The schools get 75 per cent of their supplies and equipment in a three-month period (July, August and September). Industry producing for schools can't have available those materials available in the peak season unless it works on a level production throughout the year. Many different materials go into the manufacture of a single item. To be able to produce that item, all materials must be obtainable in time or production is halted.

Even if unlimited priorities should be given to the schools, time is still needed for farsighted planning and close cooperation. Orders for school equipment and supplies should be placed months in advance of the time they are needed, so there will be time to procure materials for the manufacture and distribution of the products in ample time for school use.

ADULT EDUCATION groups

combine for study and planning

A NEW over-all organization in the field of adult education may eventuate from action taken during the conference in Chicago, October 18 to 20, of the N.E.A. Department of Adult Education.

Twenty-eight representatives of national and regional adult education groups were named to a study and planning commission to propose a new nationwide affiliation or closer-knit organization of all adult education interests. Other members will be added to the ten study committees, involving eventually 200 or more participants.

"Adult education must be an integral and vital part of the total program of education on the same level of importance as public elementary, secondary and college education," the conference was told by Everett C. Preston, president of the N.E.A. Department of Adult Education and director of the division of adult education for the New Jersey State Department of Education.

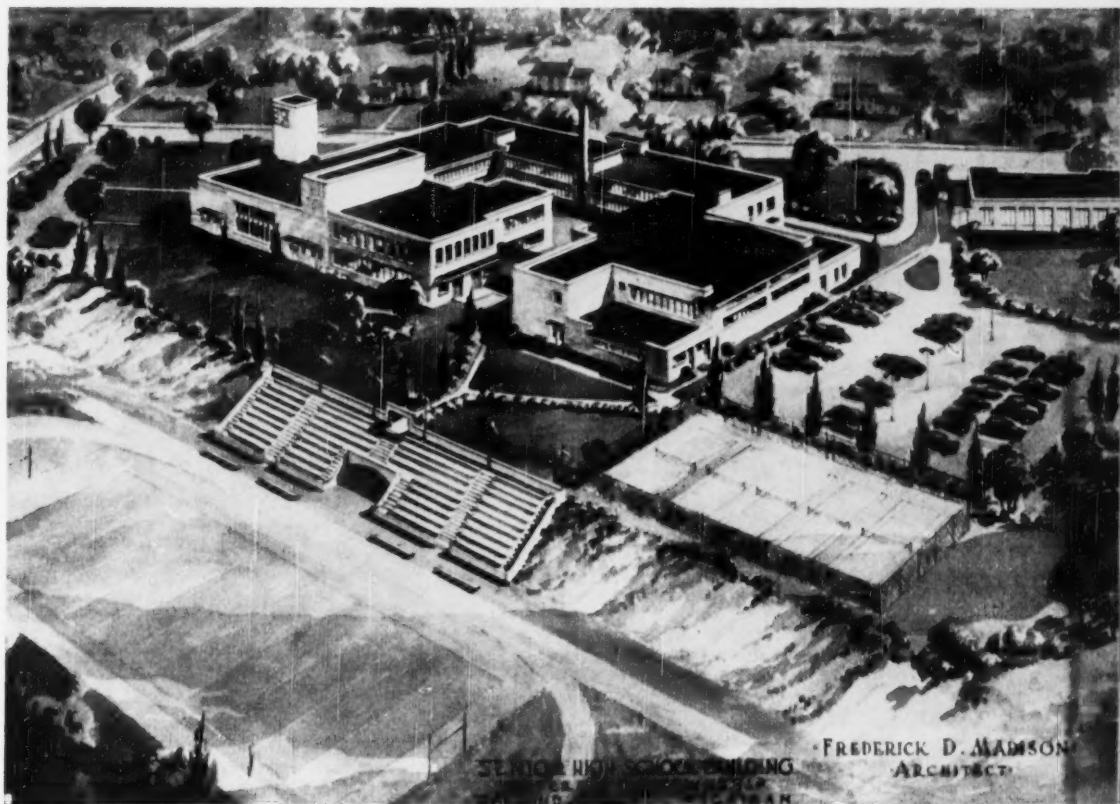
"As part of everyday living in our American communities, adult education must not be haphazard, sporadic and scattered. Opportunities for life-long learning should be available in the smallest hamlet as well as in the large metropolitan cities, in the poorer states, communities and neighborhoods as well as in the wealthy.

"The atom bomb has given us two choices: either to grow up or blow up. In the 50 years ahead I believe we shall be wise enough to establish and maintain in the field of adult education adequately financed, properly organized, and capably led programs in every state and community."

The conference was co-sponsored by the Chicago, Illinois and N.E.A. adult education groups. Robert E. Sharer, vice president of the N.E.A. department and state director of adult education in Michigan, was chairman of the conference planning committee. The Chicago area host committee was headed by Malcolm S. Knowles, presi-

(Continued on Page 94.)

SCHOOLHOUSE PLANNING



Waterford Township Senior High School, Oakland County, Michigan, on the shore of the Clinton River. Described on pages 52 to 57.

1 Rural-urban community high school

2 Urban vocational high school

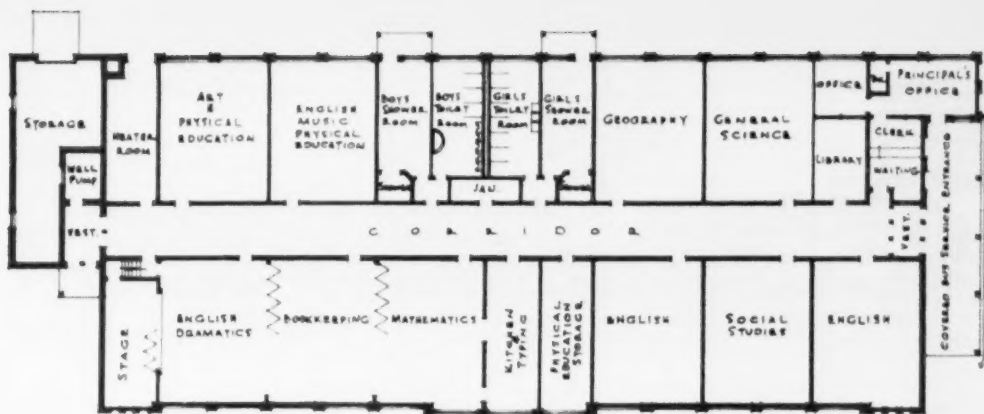
ALL-PURPOSE PLANT

**constant in form but
will vary in function**

THE need for new school buildings can develop with amazing rapidity in suburban communities like Waterford Township in southeastern Michigan.

Bordering on the automobile city of Pontiac and within short driving distance of Detroit, this township, 6 miles square, is now dotted with small communities of workingmen's homes, often built around the expanded one-room school or located near crossroads.

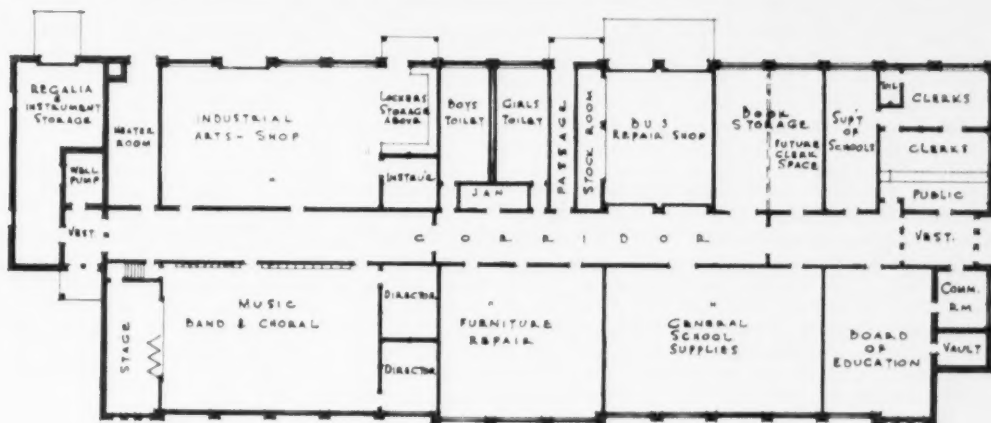




FIRST FLOOR PLAN
SCALE 1" = 10'
TEMPORARY HIGH SCHOOL BUILDING



A bus garage, in its third and final stage, this structure is now serving as a senior high school (see plan above). In February it will enter its second stage (see plan below), housing offices, music classes, and shops.



FIRST FLOOR PLAN
SCALE 1" = 10'
CONVERSION PLAN



Senior high school, which will release temporary building, for its second-stage purposes. Plans of this building are shown on the next two pages.

where shopping centers have sprung up almost over night.

Approximately 90 per cent of the homes in this territory are owned by the people living in them. The residents' concern for public education is reflected in their willingness to tax themselves heavily for new buildings. There are no industries to share the tax burden so that home-owners pay taxes amounting to \$20 a year for schools. \$1.20 goes for old debts, \$5 for a pay-as-you-go building program, another \$4.50 for the new high school bond issue, and \$9.30 for operation.

School membership has increased nearly threefold since the consolidated district was organized in 1942, with a membership of 2000 pupils; now it has 5524. Some 3000 of these are transported by bus. The township schools own 18 buses, and the policy is to add three more buses each year.

Struggling to provide additional classrooms in the several elementary schools, the district had depended upon the city of Pontiac to take care of the high school students on a tuition-paying basis. When Pontiac no longer could provide such services, Waterford Township was suddenly faced with the immediate emergent need of constructing a new high school.

A site was selected along the banks of the Clinton River in a picturesque wooded area. In record-breaking time, a temporary building was constructed and it now houses high school students who attend on a double shift. Classes for Grades 11 and 12 meet from 7:45 a.m. to 12:15 p.m., and fifteen minutes later the tenth grade arrives by another fleet of buses for its school day—from 12:50 p.m. to 5:00 p.m. Each shift has its own staff of teachers.

With space at a minimum, no gymnasium was available, so much of the physical education program has been a rugged outdoor program.

The double shift also has enabled teachers to work together as committees and study groups during the half day that they are not meeting classes.

The school board faced the question of either utilizing some of the elementary buildings for high school classes and putting the younger children

on half-time, or concentrating the senior high school program in the temporary building on the new site and permitting the kindergarten, elementary and junior high school children to have a full day's program. The board reasoned that the older students could make the adjustment better.

Articles by the architect and the superintendent tell the story of how this temporary building was planned so that it can be converted into an administration and transportation headquarters and also describe briefly the new high school.—A. H. R.

THE SUPERINTENDENT'S STORY

WILLIAM SHUNCK

Superintendent, Waterford Township School District
Oakland County, Michigan

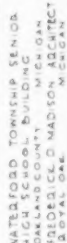
THE term "multi-purpose room" has for some time been a commonplace in educational terminology, but the "all purpose building" may be sufficiently new to warrant interest on the part of the schoolman whose responsibility it is to be the administrator of one of our rapidly expanding school systems.

A building that is well described as "all-purpose" is the temporary high school now in use in Waterford Township. In 1946 the township school district, unable to float a sufficiently large bond issue to build the type of high school building it felt should be built and completely opposed to the spending of its monies for temporary buildings, constructed from its building fund a permanent building for temporary classroom use—the "all-purpose building."

For the year beginning in September of 1947 this building housed the entire senior high school student body. Since that time the school has housed the high school students on a double shift.

In February a large new high school building will be finished, and with its completion the "all-purpose building" will enter its second phase. Then it will provide facilities for high school shop and music and space for administrative offices. Too, it will be the center for township-wide storage of custodial and maintenance supplies, for maintenance work, and for limited bus repair.

A few years hence, with shop and music space provided for in further high school plant expansion, the building will completely abandon its classroom function to become a center for



district-wide administration, supply, maintenance and bus storage and repair.

The high school building, now under construction, will cost \$1,300,000 when completely equipped and when the grounds are landscaped. It is being financed by a \$1,400,000 bond issue. The "theoretical" capacity of the building is 1500 students. Actually 1700 will begin using it in February. Grades 7 through 12 will be accommodated at the start, but eventually the new structure will house only Grades 10 through 12 or possibly Grades 10 through 14.

The new high school and the temporary high school are located on a 30 acre site in the geographical center of the district. Seven acres of the site are wooded, and a small river forms the western boundary of the site. The large campus provides space for a paved and lighted parking area, important for community activities.

Of particular interest to schoolmen will be the teachers' conference room and lounge, to be located on the south end of the second floor. The room is for both men and women teachers. It has built-in facilities for serving coffee. Lavatory facilities are adjacent to lounge and available from corridor.

The gymnasium will serve for the near future as an auditorium, but it is primarily a gymnasium, not something of both and satisfactory for neither. Locker and shower rooms are at ground level with adequate facilities for handling the entire student body, not just a few teams. The locker and shower rooms have direct access to the playing fields.

The entire seating arrangements will consist of rollaway bleachers, thus providing maximum use of floor space for physical education classes. The acoustical properties of the room will be excellent so that its use as an auditorium will be satisfactory.

Another feature is flexibility of design, which permits change in the size of classrooms with a minimum of cost and time. Precautions have been taken in locating storerooms so that it will be impossible ever to use them as classrooms. A reasonable amount of space is devoted to administrative facilities.

Availability of heating pipes, drains and such mechanical services is assured. All are located in tunnels. The laboratories are on the ground floor for the same reason, with crawl space provided for servicing.

THE ARCHITECT'S DESCRIPTION

FREDERICK D. MADISON

Architect, Royal Oak, Mich.

THIS is a description of the temporary high school only. Construction details of the permanent building appear below, and floor plans have been shown on the preceding pages. But the "all-purpose" temporary building is an interesting story in itself.

It became mandatory in 1945 that the Waterford Township School District have ready for school use at the earliest possible date the so-called temporary high school.

This building was to provide: (1) a school bus storage and repair shop; (2) classrooms for high school students; (3) music, choral and band facilities; (4) an area for receiving and dispensing school supplies; (5) administrative offices for the board of education and school administration office.

This building, therefore, was designed with the future modern high school building, now under construction, in mind, so that the temporary building would eventually become a part of the over-all development plan. The word "temporary" pertains only to the multiple future uses that will be assigned to it.

Because eventually it must accommodate two 30 foot school buses, end to end, the building is 76½ feet wide. A minimum of 10 classrooms was required; therefore, the over-all length of the building is 194 feet. Ceiling

height is sufficient to clear buses and to permit later installation of overhead doors.

A series of brick piers 12 feet on centers is a part of the design; a straight joint from window sills to floors is used so that the windows and the brick panels below the windows may be removed to install the overhead garage doors in the future.

The floor is of 8 inch reinforced concrete, with 18 inch floor drains and catch basins to be installed for the future garage. Now the entire area is covered with a fiberized mastic floor product.

Interior walls are of exposed cinder block painted. Exterior walls are buff colored face brick with stone trim, chosen with a view to harmony with the new high school building, now under construction. The entire roof area is supported by steel columns and beams so that any or all partitions may be removed. The roof is insulated.

There are two sets of folding doors between three classrooms to provide a suitable place for general assembly; together with stage facilities at the end of a room the space measures 72 by 30 feet. Kitchen facilities and administrative offices are provided.

At the north end of the corridor is a covered area 50 feet long and 12 feet wide for the loading and unloading of buses.

The heating system is oil fired forced warm air; it is designed for fresh air and also for recirculating air to warm the building quickly. It has proved to be very satisfactory.

Acoustically the building has been highly satisfactory. During class changing periods it is possible for students to converse in a normal speaking voice.

Water and sewage facilities were not available in the area. Therefore the temporary high school building has a well and pumping system and also a septic tank and disposal system, which will be operated and maintained separately from the new building.

The administrative offices are located so that the principal has an unobstructed view of the athletic field, of incoming buses, and of the loading and unloading platform.

CONSTRUCTION DETAILS

WALLS: Exterior, face brick, stone trim, steel windows. Interior, slag block, lined with oak panelling.

CEILINGS, FLOORS: Ceilings, acoustical plaster; floors, asphalt tile, cork tile, and terrazzo.

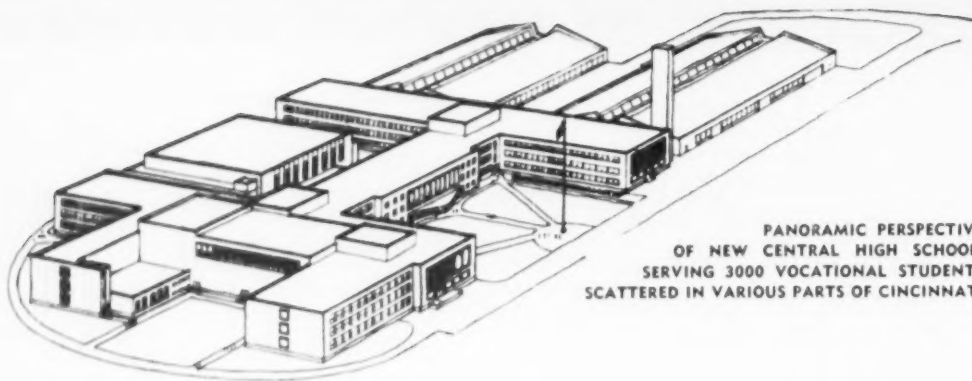
HEATING: Split system; steam and forced warm air; oil fired boiler.

VENTILATION: Central system; units for gymnasium-auditorium.

LIGHTING: Classrooms, 500 watt, silver bowl, three concentric rings, providing 30 to 35 foot-candles per square foot.

COMMUNICATION: AM-FM radio, electrical transcriptions, microphone facilities to 41 classroom speakers, independently operated.

COSTS: Total, \$1,175,000; per cubic foot, 76 cents.



PANORAMIC PERSPECTIVE
OF NEW CENTRAL HIGH SCHOOL,
SERVING 3000 VOCATIONAL STUDENTS
SCATTERED IN VARIOUS PARTS OF CINCINNATI

IN 1944-45 a plant appraisal of the Cincinnati public schools resulted in recommendations for 29 new buildings, plus a number of remodeling and addition projects. Twenty-six existing buildings, over-age and deficient in present day instructional facilities, were to be razed. For a joint city-county board of education program of capital improvements calculated to relieve postwar depression the estimated expenditure was \$21,500,000. Of this amount, \$16,000,000 was approved by the voters in November 1944. The inflated costs soon made it necessary to increase this fund by \$12,500,000. The increase was approved by the voters in November 1948.

Selection of sites in Cincinnati is complicated by topography and by the built-up condition of most of the older urban areas. Consequently, planning and construction were delayed for a time. The following record, however, attests to no mean rate of progress, as the first contract was let in March 1948 and the last in June 1950.

Name of Project	Allocation
North Avondale Elementary	\$ 640,000
South Avondale Elem. and Junior High	1,180,000
Roselawn Elementary	640,000
Condon Addition	160,000
Riverside Harrison Elementary	890,000
Central High	6,000,000
Cowdale Elementary	640,000
Mary Dill Elementary	600,000
Northern Secondary	4,000,000
Mount Washington Addition	165,000

To these projects should be added the following upon which plans are be-

VOCATIONAL SCHOOL

*is conspicuous example of Cincinnati's
vast program of plant construction*

JOSEPH M. BECKMAN

Assistant to the Superintendent
Cincinnati Public Schools

ing completed and on which construction was expected to start either this fall or next spring.

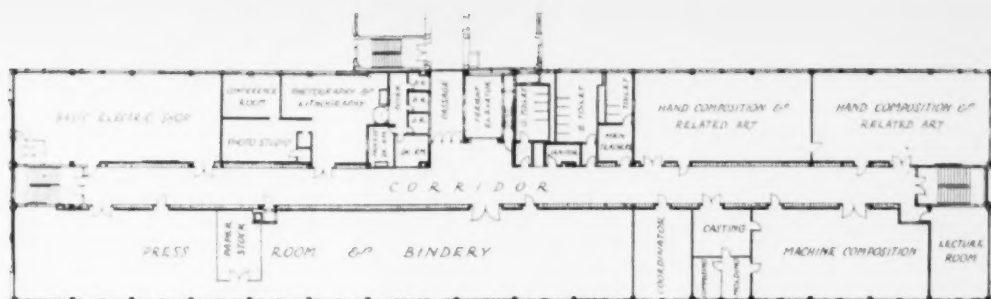
Name of Project	Estimated Cost
Clark and John Elementary and Stowe Junior High	\$2,500,000
Basin High	2,500,000
North Fairmount Elementary	1,000,000
Cumminsville Junior High	2,000,000
Western Hills High Gymnasium	250,000

The Central High School will bring together vocational activities now housed in scattered buildings in various parts of the city. The planned normal capacity of the school will be 3000 students. The physical volume (exclusive of crawl space and tunnels) will be 6,154,000 cubic feet, with a usable area of 392,000 square feet. The building will be situated on a 46 acre site,

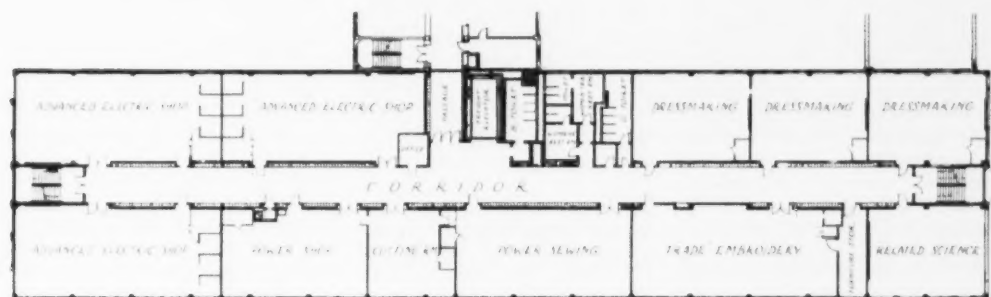
a short distance from the heart of the city and on a highway soon to become the major traffic artery of the area.

Although Cincinnati was one of the first American cities to establish schools for training in the production of goods and services, it has long been handicapped by a lack of proper physical facilities for such training. The 1948-49 annual report of Supt. Claude V. Courter summarizes the years of earnest striving to achieve a good vocational program within a good physical plant.

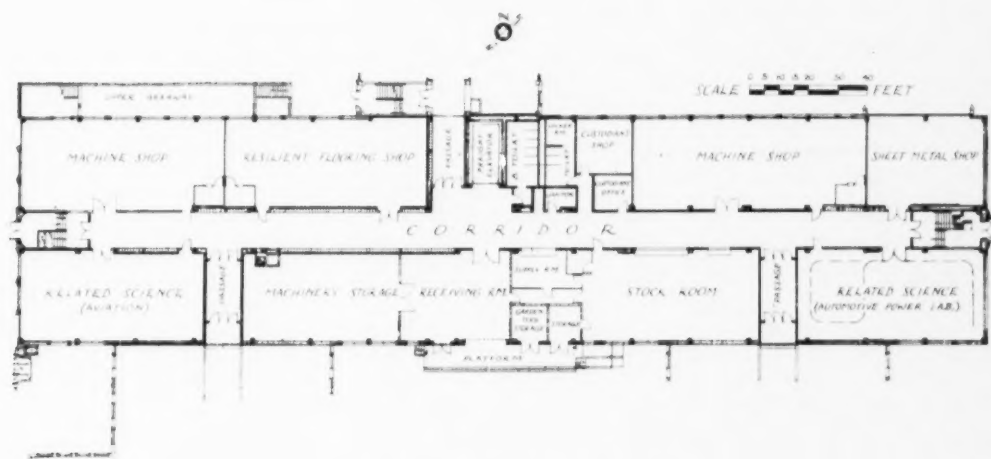
The building was planned to house most, if not all, of the vocational program. The board, in July 1946, set up requirements for space for training in various fields, including electricity, allied construction, metal trades, automobiles, aviation, needle trades, commercial foods, distributive trades, cosmetology and graphic arts. In September 1946 architectural contracts were let. In March 1947 rough grading of the site was begun. [Cont. on p. 60.]



PLAN OF THIRD FLOOR, SHOP UNIT



PLAN OF SECOND FLOOR, SHOP UNIT



PLAN OF FIRST FLOOR, SHOP UNIT

A GOOD PHYSICAL PLANT FOR A GOOD VOCATIONAL PROGRAM

The new Central High School, Cincinnati, a vocational school, will be situated on a 46 acre site. It will stand on the leveled crest of a hill with the athletic field and stadium lying below at the foot of the incline. The building will have five units: two one-story and three three-story. One of the three-story units is entirely shops, floor plans of which are shown above. Another three-story unit contains the gymnasium, swimming pool, related facilities, and the administrative offices. The third three-story unit will house auditorium and balcony, several classrooms, and the cafeteria.

The building is a series of connected units, primarily multi-story but with two one-story wings for heavy machine and bulky trades, such as automotive, carpentry, welding and metals. The one-story units have a high-span type of construction, rising from 14 feet at the outer wall to 28 feet high in a 60 foot distance, thus allowing for bilateral lighting from skylights. Balconies overhang the central corridors of these units and are designed for lockers, recitation areas, and offices. Shop sizes are in multiples of $17\frac{1}{2}$ by 60 feet, with mechanical requirements stubbed up from a subcorridor tunnel in order to facilitate ready repartitioning.

One of three three-story wings is given over to shops with an average size 30 by 70 feet, and with various multiples of length. Electric, needle trades, and printing are the principal areas of instruction in this wing. The other wings include the administrative offices, with ample space for counselors and coordinators; the classrooms, which are typically 23 by 30 feet; the library; the 108 by 138 foot gymnasium, which has 2750 folding bleacher seats; the natatorium; the lunchroom to seat 1000, and the auditorium, which seats 1300.

FITS SCHOOL PROGRAM

Every resource of the local community was tapped in the planning of Central High School. Careful study was made of similar schools elsewhere in the country. We believe that every physical requisite for a sound program has been included. Unit ventilation, indirect lighting, acoustical treatment, and other refinements are typical. Construction is reinforced concrete with brick walls and stone trim. Some glass block is used, as well as metal sash and flat glass. Particularly notable is the exceptional adjustability or flexibility of the plant, a feature highly desirable in the case of vocational education because needs vary frequently. Cross partitions are readily removable, and mechanical installations are planned for almost any conceivable demands. Electrical potential is almost limitless. Stoker-fed boilers provide steam for heat and for power.

Educationally the plant is planned to provide two years of exploratory study, with a semester in each of four different shops. The last two years are to be given to specialization within a trades area. Short-term, intensive courses will be provided for special students. The instructional program is

centered on effective grounding in general and related subject areas in order to prepare a student so that he has both personal and civic competence.

The North Avondale Elementary School was occupied in September 1949. It is of poured concrete construction. The South Avondale project involves remodeling of an existing building into a junior high school and adding facilities for a K-6 elementary school. The school will be large enough for 1100 junior high and 800 elementary pupils.

The Condon School is for physically handicapped children. The existing



structure was completed in 1928. The addition consists of six rooms on grade in the rear of the present building.

The Riverside-Harrison Elementary School is a unit for 560 pupils who have been attending two old schools on meager sites. The area in which this school is built is an extended one along the Ohio River southwest of the city. In selecting a site we had two alternatives: that of building upon a flood plain where the annual overflow of the river would require closing of the school plus subsequent rehabilitation or that of building upon a steep slope where deep overlying clays are often involved in landslides. After careful geological and engineering studies were made, the slope was selected. Extra costs in construction, such as putting down footings to bedrock, will be more than compensated for by the lower maintenance cost of this building as compared with the maintenance cost for the river flat school. It is traditional for a popular outcry to arise whenever public buildings go up in such areas in Cincinnati; local sages are sure the structures will slip. In some cases, such expectations remain alive even when the buildings have stood for more than half a century.

The Roselawn Elementary School is a one-story fire resistive masonry structure. The Covedale and Mary Dill elementary schools are multi-story units. The Mount Washington School addition is a two-story, eight-room addition. The school is of good masonry

construction; its contract costs were low for the local market. It is an addition to a unit built in 1933. As the original unit has a rigid roof covered with a variegated slate that cannot now be matched, the addition is being built with a flat roof.

The Northern Secondary School (New Woodward) is a six-year high school. It is located at the north central part of the city, where currently population increase has been most rapid. It will accommodate slightly more than 2000 students. It is a general high school. In structure, it will have many similarities to other schools in the building program of which it is a part.

Among the projects that remain to be put under contract are the Clark and John Elementary School and Stowe Junior High School. The buildings will accommodate 1100 elementary and 750 junior high pupils. The schools will be joined by certain common facilities, such as the heating plant and the kitchen. The buildings will be erected upon a site within an old portion of the city. To prepare the site for development required the rehousing of 335 families and the razing of 94 structures. Through the cooperation of various agencies all tenants were relocated in nine months' time.

MUCH ALUMINUM USED

Several schools have silos which are used for efficient coal storage. Special facilities in the elementary schools include the so-called practical arts rooms, areas in which instruction in fine and industrial arts is given. An unusual number of built-in cabinets are included in response to staff demands. Some glass chalkboard has been used. Aluminum has been accepted for many purposes, ranging from window frames to exterior doors to chalkboard trim. Multiple-door wardrobes are used in elementary classrooms. Corridor lockers are provided in the secondary schools.

Planning for the new Cincinnati schools was begun under the direction of John Herrick, now with the bureau of educational research, Ohio State University. Dr. Herrick coordinated the work of 27 special and six general committees made up from members of the school system's staff. Recommendations of these committees were published in the "Manual for Architects" printed by the board of education as a convenient reference to guide architects in their planning.

John entered first grade fairly well adjusted, but Mary usually can be depended upon to do the wrong thing at any time.

MARY is in the first grade. By school and social standards she is a poor citizen. One can usually depend upon her to do the "wrong thing." Mary's poor citizenship is caused by her disturbed emotional condition, which resulted from her experiences prior to the time she entered school. In kindergarten she showed some improvement, but in the first grade she regressed, partly because she was assigned to a teacher who did not understand children and who showed them little love and affection.

John, on the other hand, entered school fairly well adjusted. He was a good citizen from the beginning. Further, he is being helped by an understanding teacher. John likes school; he enjoys his classmates; he cooperates at work and at play. He feels free to express his own ideas. He knows that his parents, his teachers, and his classmates have concern for him. He feels that he belongs.

A major conclusion of the Detroit Education Study is that the quality of the citizenship of people seems to be determined by their emotional adjustment. This hypothesis that good citizenship depends on good emotional adjustment means that good citizens are made. The environments into which children are born, the kinds of situations society provides for them, the social and emotional climates in which they live—these factors, together with inherent characteristics, determine the kind of citizens children are and become.

There has been a tendency to limit thinking about citizenship to civil and political activities. The citizenship of persons is often judged by their participation in public affairs and by their obedience to law. Yet citizenship is more than these. It includes these concepts, but it involves all the relationships of the individual to himself and to others in his society. For some individuals the quality and the kind of these relationships are better than they are for others. These differences among individuals are caused by varying levels of social and emotional adjustment.



The Edison Institute

EMOTIONAL ADJUSTMENT

leads to good citizenship

ELMER F. PFLIEGER

Evaluation Director

and

GRACE L. WESTON

Coordinator

Detroit Citizenship Education Study

Children, too, are citizens. Whether they are good or poor citizens depends upon their emotional adjustment. Happy, secure children are good citizens. Children who are suffering from emotional malnutrition are poor citizens.

In a democratic society, many groups are organized for the purpose of developing better citizens. The basic group is the family. Churches, schools, governmental agencies, and youth groups are other organizations that share the responsibility with the family. The citizenship education study was primarily concerned with the school's responsibility.

Good citizenship is the primary goal of education. Criticism has been leveled at some educators who either have neglected to carry out their obligation or have failed in their attempts to do so. Some of this criticism has resulted from autocratic and dictatorial procedures used in some schools. Other criticism has been directed at some teachers who have not been greatly concerned about the adjustment of children.

To develop democratic citizens more schools need to create an atmosphere

democratic in nature and in spirit. A larger corps of teachers truly concerned and informed about children and their welfare is needed. It is imperative that teachers understand their own reactions and feelings toward children. Also, teachers need to use more technics and practices that tend to raise the adjustment levels of children.

The idea that good citizenship depends on good emotional health comes from many sources. Maladjustment is a widespread problem. It is a commonly quoted fact that "one of every 20 persons will spend some time in a mental institution." Many Americans rejected in the draft for World War II were rejected because of mental disturbances. These and similar facts are sufficient to make it imperative that the prevention of maladjustment be made a primary objective of the school.

Further evidence is found in the results of surveys made during the Detroit study. Lists of personal and social problems were checked by several thousand pupils in the participating schools. All individuals have problems; on the average, the children checked about 20. But some children had an excessively high number, and others checked few or none at all. To be overburdened with problems leads to frustration and despair. Not to be able to recognize problems or not to be willing to face problems, even to the extent of denying having them, is equally bad. Often such children keep their problems to themselves and grieve and worry about them. The use of such check lists gives some indication of the extent of emotional disturbance.

DISTURBED CHILDREN

Likewise, personality inventories were given to thousands of children of all ages. In terms of adjustment these children ranged from poor to very good. In personality adjustment, as in other areas, variation among individuals is a natural and accepted phenomenon. Yet a recognition of the fact of these individual differences presents to schools the problem of maintaining mental health for the well adjusted and of helping those who show tendencies toward poor adjustment.

Sociometric studies of many groups present evidence of the need of working with two distinctly different types of disturbed children. On the one hand there are children like Janie, who is rejected by others. She is mentioned by most of her classmates when they answer such questions as "With whom would you rather *not* work?" and "With whom do you *not* like to play?" On the other hand, there are children like Sam, who is called an isolate. The other children are hardly aware that Sam is around. They neither like him nor dislike him. Both Sam and Janie need help, and both need it badly.

Additional evidence comes from the comments and anecdotes of many teachers who described the emotionally unstable children in their classes. In many cases these maladjusted children were the ones who were the poor citizens in their classes. Descriptions of disturbed children were accompanied by statements about their undesirable behavior and traits, such as excessive tardiness and absence, failure to complete assignments, dropping particular courses, leaving school, disciplinary problems, little participation in school

activities, lack of interest in school work, and the like. Poor emotional adjustment and poor citizenship are invariably concomitants. Similarly, good emotional adjustment is usually accompanied by good qualities of citizenship.

During the years of the study the participating schools carried on many activities designed to improve citizenship by raising the level of emotional adjustment. An illustration of such activities was a class in personal relations offered at the tenth grade level in a high school. In this class students had an opportunity to look at their relations with others in a realistic way. The purpose was to give students an opportunity to work on their own particular social and personal problems. These problems were of many kinds. They concerned the associations of students with people in their school, in their homes, at play, and at work. Any type of problem that seemed important enough to young people to be brought up for discussion was accepted. As teachers and students worked together on these problems, there was a gradual improvement in the mental health of many students. This was shown by the increased willingness of students to state problems and by their frankness in discussing them and in looking for solutions. There was an improvement in both personal and social adjustment scores from initial to final personality tests given to a number of such classes.

CONDUCT IMPROVED

How did this improved adjustment carry over to citizenship? Observation by teachers showed that the behavior—"conduct"—was better after a course in personal relations. But other citizenship qualities also were improved by means of the personal relations course. One semester 477 students in personal relations classes answered questionnaires about the class's helpfulness in various situations. The answers to the questionnaires showed that the class had helped students to feel at home with adults and their peers.

The boys and girls stated that problems of real concern to them had been discussed and that they had been helped to solve these problems. The students also felt that they had learned to understand their own beliefs and values more fully. Further, they said that they had been helped to work together, to understand one another's difficulties and problems, to have a greater appreciation for the work of the teacher, and to recognize the re-

sponsibilities and difficulties of parents. The results from other activities and learning experiences add to the evidence that when a child was helped in overcoming his emotional disturbance he became a better citizen; his behavior pattern improved. As the emotional adjustment level of a class was raised, the whole tone of the class changed; there were better relations between teacher and pupils and among the pupils themselves, and greater learning took place. From classes known as Effective Learning it was evident that when teachers are concerned with students' problems in subject matter courses the adjustment level of students is raised. Such improvement is accompanied by better citizenship and by learning which is equal to that of classes concerned mainly with the acquisition of knowledge.

CHEERFUL TONE IN CLASSROOM

As schools became concerned about meeting the needs of students, the emotional climate of the school improved, and the quality of citizenship was raised. Through a deep concern for children and through an understanding approach to their problems, teachers in an elementary school helped children to develop mentally healthy attitudes. They encouraged children to participate widely in school activities. They developed a high-level social climate for their school which they called the "feeling-tone" of their building. They made of their school a truly bright spot in an otherwise rather dismal area.

Visitors to the building recognize this cheerfulness and comment upon it repeatedly. Only well adjusted citizens can exude a spirit such as that shown by the children of this school. An emphasis on good adjustment develops citizens who participate actively, wholeheartedly, happily and with fervor in group activities even though their social and economic status is far below average.

Teachers who are truly concerned about the improvement of the emotional adjustment of children help to develop in children those qualities that are important for citizenship. Administrators who are looking for improvement in the citizenship of children in their schools and community would do well to encourage teachers in striving to improve the emotional health of children. Our work with the participating schools has shown that the key to better citizenship is emotional adjustment.

Chalk Dust



IN DECEMBER the sun enters the winter solstice and Capricornus, the Goat, capers into the zodiac. It is an auspicious month for the school administrator because he has a fellow feeling for Capricornus, built on a personal understanding of identical problems. Indeed, for many years the badge of the educational profession was the goatee, and it was not until modern times that the braver superintendents have dared to stick out uncammouflaged chins.

History tells us that, in the rough old days, if a community felt a burden of sin or aggravation each sinner tied up all his annoyances in a heavy bundle and packed them on the back of the nearest goat. This scapegoat was then driven forth, bleating to high heaven, and the community promptly began to hunt for another scapegoat. Folkways change slowly and the supply of scapegoats is now depleted, whereas school superintendents are still reasonably plentiful. Thus the merry custom still goes on with a little substitution.

Despite the many similarities between goat and school executive there is one striking difference. Goats are economically valuable for the production of mohair, but, because of constant worries, most school superintendents have no mohair.

PUBLIC RELATIONS TECHNIC

I—The Yuletide Pageant

MOST OF THE BOOKS on school administration stress the importance of the cheery Yuletide season as an excellent time to instill new life into the public relations program of the school. They point out that the Christmas Carol Service, the Community Christmas Tree, and the Yuletide Pageant offer an unusual opportunity to grab the unsuspecting public when he is in a mellow mood.

Thus it happens that just before the Christmas vacation the smudgy little note of invitation to the school festivities is delivered to the home by courtesy of little Johnnie and the 1890 model duplicator. The note has all of the advertising appeal of a summons to traffic court, but parents, long inured to school duplicating jobs,

procure a magnifying glass and decipher. Thereupon a family council is summoned to protect little Johnnie's best interests and to help win the geranium plant for the best pressured homeroom.

On the fateful night, Mother, who has been elected to win the geranium, enters the school. She is greeted with a warmth previously reserved for board members and state inspectors. That great public relations expert, the school janitor, has outdone all his previous efforts to heat the auditorium to fever pitch, and the teachers have donned their warmest smiles. The only sour note is sounded by Mrs. Balter, whose two daughters are serving as ushers. The Balter girls are costumed as angels, 2d class, because of their inability to pass the examination for the Angel's Chorus, Act II, Scene 3. The annoyance of Mrs. B. is not in keeping with the holiday spirit.

After many hours of patient waiting, broken only by a series of explosions and riots backstage, the curtain rises to reveal the Principal as ringmaster. He takes the occasion to get a few gripes off his chest. Hardened by long experience, the parents wait patiently.

The Yuletide Kiddies' Chorus then assembles minus Johnnie who, unfortunately, has fallen into the tuba on his way stageward. However, the chorus waits patiently while Johnnie is extracted and then falls to with a hearty good will and an appeal to the Deity to give all the merry gentlemen a rest. The appeal falls on deaf ears because all the merry gentlemen in the audience are at home resting.

The school band is called upon to contribute and energetically renders its football march while popping eardrums burst throughout the audience. At this juncture the formal program is interrupted by some impromptu finagling on the part of the P.T.A. The president utters a ringing appeal for support of the Project of the Year, which is a new tea service for the Fathers' Auxiliary. Unfortunately, the Fathers' Auxiliary is not present so his wife accepts the tea service. A collection is then taken to pay for the tea service.

Inasmuch as the hour is now so late and the dear little pageanteers are fast asleep, the pageant is mercifully postponed until next year, and a token lunch is served and an appropriate collection taken.

It is a wise school administrator who recognizes that it takes more than Christmas spirit to stage a Christmas pageant and that even the very best public relations is often no better than it should be.

Spotlight on JUNIOR HIGH

HOLLIS A. MOORE Jr.

Dean of Boys
Austin High School
Austin, Tex.

IN RECOGNITION of the serious lack of organized study of junior high problems, the Colorado State College of Education at Greeley this summer set up a two-week work conference on "The Place of the Junior High School in the Modern School Program."

The college inaugurated this program because of the insistence of superintendents and junior high principals that an opportunity for problem-solving in the area of the junior high was desperately needed.

The topics selected for consideration by the participants indicate the range of junior high problems needing intensive study. Coming as they did from enrollees representing 21 states, the problems should be significant for inservice programs in junior highs throughout the country. A wide distribution of ideas is further suggested by the enrollees' positions—30 per cent were administrators, 60 per cent were teachers, and 10 per cent were college instructors.

Greatest interest seemed to be in the topics of (1) curriculum organization for general education and (2) the putting into practice of the principles of life adjustment education and citizenship training. Two discussion groups were concerned with the home-room and with other aspects of the guidance program. Interest was shown in the subject of child growth and development as an approach to curriculum and guidance procedures.

EIGHT ACCEPTED PRINCIPLES

Other groups were formed around the topics of junior high activity programs, teaching technique, and public relations. A group of 25 administrators studied the problems of articulation and organization of administrative functions in a junior high school.

Of the many concepts that emerged from the discussions, eight fundamental points of view seemed to be the most generally accepted:



Joe Yarbrough of Aberdeen, S.D., stands by anxiously as Mrs. Paul Baker of Beatrice, Neb., attempts to "break a brahma" at western party at work conference.

1. The junior high school is primarily guidance centered. Emphasis on individual problems should be seen in the program for young adolescents. Because ages 13, 14 and 15 seem to bring personality problems for all boys and girls, requiring a school that gives special guidance and attention, the junior high school is a sound unit for a school system based on modern educational philosophy.

2. The junior high school years are the crucial years to study if the trend toward early school leaving is to be arrested. Documented evidence shows that a large per cent of potential school leavers can be spotted in the junior high school. A program that is not adjusted to realistic life conditions does much damage to our belief in education for all American youth.

3. The junior high school should study the early adolescent and his interests in setting up an activity program. Too many junior high activity programs merely try to encourage early

participation by boys and girls in activities primarily adapted to senior high or adult interests. The fact that a type of activity is popular in high school is not a valid reason for its inclusion in a junior high program.

4. The junior high school curriculum should be primarily concerned with helping students in the area of the basic living skills. Emphasis should be placed on personal and social adjustment through educational experiences which all students should have, regardless of socio-economic status. The junior high curriculum, being relatively free of college entrance requirements and the other limitations on high schools, should lead in worthwhile innovation and experimentation.

5. The junior high school should stress active participation by all students in the several phases of the school program. The early adolescent years in school should be a time of wide exploration of hobby interests and development of desirable citizenship traits. Intense awareness of factors in adult social status show up in the early adolescent, and the modern junior high should make special efforts to promote true school democracy.

TRANSITION WITHOUT TENSION

6. The junior high school should articulate its program more clearly with the elementary and high schools than it has done in the past. It should be especially mindful of the prior experiences of the pupils in the elementary schools and should make the transition to junior high tension-free and pleasant for the child.

7. Special attention should be given to pupils of low achievement level. However, much so-called "remedial" work is not accomplishing its purposes, for children in special groupings seem to adjust even less well to random social contacts, and social maladjustment is recognized as the cause of much of their low achievement.

8. Junior high schools should ex-

amine their programs and purposes through full cooperative planning with the community. Lay participation will be successful only if both school and community have a spirit of genuine confidence and respect.

A complementary conclusion of the workshop is possibly the most important.

All the participants agreed that administrators and other school personnel should urge that more workshops,

credit courses, and in-service institutes turn toward problems similar to those described. Much worth-while work can be done in the education of young adolescents if we turn the spotlight on junior high school.

The vice versa of **IN-SERVICE PROGRAMS**

GLEN G. EYE

Professor of Education
University of Wisconsin

COLLEGES and schools of education profess that field service is a basic institutional function. This function is acknowledged generally by teachers and administrators in the field. Calls from the field to the institution are numerous and varied in nature. The efforts of teacher education institutions to fulfill this function often take the forms of institutes and conferences on campus and consulting service in the field, as in-service development programs. There are many instances in which the institution initiates these services rather than acting only upon the request of a local school representative in the field.

The term "in-service development" carries a fairly common meaning for both field and campus workers. It means that some stimulus exists or is supplied that causes the school personnel to pursue those activities that result in personal and professional self-improvement. It is assumed that college and university personnel are competent in stimulating, guiding and appraising the field personnel in the attack upon local school problems. This assumption approaches the status of fact inasmuch as local school officials seek and accept the assistance of college personnel in the development of an in-service program.

INTERESTING PARADOX

It is at this point that an interesting paradox seems to develop in the whole situation. The requests from the field for the assistance of college staff members seem to be out of harmony with the common and oft stated attitude on the part of public school officials that college professors are almost wholly theoretical and out of touch with the practical problems of the local school. There is undoubtedly some validity in this judgment of public school officials upon college personnel. The professor

has a schedule of campus obligations and cannot teach full time on the campus and in the field. Observation, visitation and consultation in the field are not deemed sufficient by field workers as means of maintaining adequate understanding of public school problems.

It may be observed in passing that the criticism of college professors by school administrators is comparable in character and persistence with the attitude of teachers toward superintendents and principals. The administrator moves from the classroom to the new post and in short time is considered out of touch with the classroom problems by his teachers. It must be granted that there is some validity in this judgment of the teachers. The teachers, however, call upon the administrator as a source of dependable help and, thus, the paradox continues. The self-assumed burden of initiating in-service development programs moves from the top of the educational ladder downward and from the top of the line organization in the local school system to the lower echelons. The recipients of such attention alternate between or represent a strange fusion of appreciation and lack of confidence.

The elements of the paradox must constitute at times a deterrent to sound in-service activities and detract from the maximum development at all levels of the educational system. The situation stimulates speculation on ways and means for upgrading the in-service "developers."

The flow of in-service planning and initiation might be reversed. Teachers might plan and direct activities designed to reacquaint the administrator

with the problems, needs and technics of classroom teaching. The experience might be helpful for the administrator. It would give the teachers greater confidence in the quality of assistance given by the administrator.

Similarly, the administrators might plan and direct an in-service development program for college professors of education. The professors would be reallocated to the local school problems and needs as the workers in the field see them. Public school officials might drop the "ivy tower" epithet in the discussions of college teachers because the training and care of such professors would represent their own handiwork.

"TOPPLING SENSATION?"

There is the enticing possibility that the experiences of this type of reversed in-service programs might lead to a cooperatively planned program of activities for all professional workers at all levels. It will be necessary to overcome the dangers of injured pride on the part of college professors and administrators in the program suggested here. The traditional pattern of looking up to those at the top of the educational ladder and those in the top frames of the line-staff organization has constituted a satisfactory emotional experience for those occupying such positions. There may be the sensation of toppling from position if the in-service development program is initiated from "below."

The acceptance of such initiation will be conditioned by the personal and professional graciousness of the workers at all levels. There are sufficient skill and courage among professional educators to initiate and direct a two-way comprehensive in-service development program that can be mutually helpful to college professors, administrators and teachers.

APPROXIMATELY 1000 county and rural area school administrators met in Columbus, Ohio, October 8 to 11 to study the professional job of the county superintendent. Some 500 delegates came early to benefit from all-day tours to neighboring school systems and to enjoy an ox roast dinner on the campus of Ohio State University.

Much of the conference time was allocated to continuing discussion groups in which hundreds of individuals participated as discussion leaders, resource persons, and reporters.

RESOLUTIONS PASSED

Resolutions urged that the importance of allocating for educational use strategic materials needed for school building construction and school bus transportation be presented to the proper federal authorities and that the Federal Communications Commission be requested to reserve the radio and television channels now being held for educational use. The superintendents declared their "unqualified support to legislation for federal aid to the states, without federal control, for the support of our free public schools."

Another resolution urged that the national defense program retain in schools the necessary personnel so as "to preserve for future generations those educational opportunities essential to the American way of life."

LET'S WRITE OFF ILLITERACY

The rural areas in the United States are almost entirely responsible at the present time for producing a crop of 2,000,000 illiterates, according to Howard A. Dawson, executive secretary of the N.E.A. Department of Rural Education.

"At least one-fourth of this number," he said, "are the children of

RURAL SUPERINTENDENTS

discuss means of improving schools

where handicaps are often greatest

migratory agriculture workers who trek from state to state following the crops. Surveys show these 500,000 children are getting less education than their parents, and their parents, on the average, have gone no farther than the fifth grade. The other 1,500,000 illiterates come from farm families of exceedingly low income.

"About all of the major and economic problems of the United States come from the lower 5 per cent of the population. Why don't we center on our trouble? A few hundred million dollars will wipe out illiteracy if the money is spent in the right places."

Dr. Dawson urged cooperation among school districts so that three or four counties together could furnish such services as vocational education, pupil transportation, and an educational program for handicapped children.

"IMPROVE COMMUNICATION"

Rural schools usually are followers and often are laggards when it comes to educational innovations, because of a lack of communication, Paul Mort, professor of education at Teachers College, Columbia University, told the rural superintendents.

A characteristic of a powerful school, Dr. Mort pointed out, is that it is a highly cooperating enterprise, and cooperation is the other side of the coin of communication.

"What I have to suggest," Mr. Mort said, "is, first, that those concerned with rural schools must realize that the problems they have in common with urban schools in building an American education are certainly as compelling as the specialized problems of the rural areas, and, second, that rural schools are seriously handicapped by sparsity, and that it is my belief that this handicap can be removed by strengthening the processes of communication."

NO NEED FOR HUNGRY PEOPLES

"Many of us do not know, or refuse to believe, that we possess the knowledge necessary to conquer world hunger. When the people understand that everybody's welfare is involved, the hungry and the well fed alike, they will demand and obtain action. Therefore the will to apply our knowledge effectively in solving the problem can be developed only through education."

Raymond W. Miller, consultant to the Food and Agriculture Organization



Left: D. D. Harrah, Lewisburg, W.Va., new member of executive committee; Florence Eckert, second vice president, and Howard A. Dawson of the N.E.A. Right: Frank M. Jackson, first vice president, and Virginia Reynolds of the N.E.A. staff.



Scene at the ox roast dinner on the campus of Ohio State University preceding the meeting. In the front row are W. O. Porter, superintendent of Morgan County schools; C. L. MacMahan, superintendent of Washington County schools, and Supt. and Mrs. H. C. Secrist of Noble County schools; all are from the Buckeye state.



of the United Nations, explained that there is an almost universal abundance of available labor, raw materials, and power resources that can be combined with known construction and manufacturing methods and chemurgic techniques to fill man's needs for goods and services and his desire for the amenities of life.

"The greatest task of the Twentieth Century," he said, "is to conserve and utilize the 'top soil' of man—his brain—and bring it into beneficial production rather than allow it to erode through misuse or lie fallow through nonuse. This is not too baffling or difficult if attacked in a sympathetic and understanding manner with no pre-cemented ideas as to racial superiority or national prestige."

"GLAMOURIZE" ADMINISTRATION

Some of the reasons for laymen's new and persistent interest in education were discussed by Maurice F. Seay, professor of educational administration at the University of Chicago.

He listed these reasons: (1) our anxiety over the future of democracy; (2) the desire on the part of the public to regain control of their schools; (3) a conviction that schools can contribute to economic well-being (through resource-use education).

Mr. Seay pointed out three ways in which educational leadership can respond to the challenge of our today: (1) it should aid each community to have its people—all of its people—free and informed; (2) it should direct in a thoroughly democratic manner a curriculum revision program; (3) it should glamourize educational administration so that capable young men and women will be attracted to the profession.

Worth McClure, executive secretary

of the American Association of School Administrators, told the superintendents that consolidated schools may be the answer to the shortage of teachers. Concentration of school work, he said, will result in higher standards for teachers and in instruction. According to Mr. McClure, opposition to consolidation is caused mainly by "community pride" and "emotion."

THE WHY OF FEDERAL AID

The need for federal aid to education was stressed by R. B. Marston, director of the N.E.A.'s legislative-federal relations division.

Educational handicaps exist in their most exaggerated form in the rural area and county school districts, Mr. Marston said. "It is, therefore, to the rural area and county superintendents that we must look for vigorous leadership in improving the schools where handicaps are greatest."

The armed services, he pointed out, need educated people. In July 15.2 per cent of the individuals examined under the Selective Service Act were rejected because they failed to make passing grades on the intelligence test. In August the percentage rejected for this reason rose to 17.6.

"These facts," said Mr. Marston, "support the claim that education is a basic and important aspect of the national defense and that in priority on public funds it ranks along with the need for the physical materials required to wage war successfully."

At a business meeting preceding the general session conference, members held their annual election. Paul West, superintendent, Fulton County, Georgia, was named president to succeed Michael S. Kies, superintendent, Milwaukee County, Wisconsin. Illness prevented Mr. West from attending the conference.

Other officers elected are: first vice president, Frank Jackson, superintendent, Tom Green County, Texas, and second vice president, Florence Eckert, superintendent, Shawnee County, Kansas. Officers remain in office for one year only.

Executive officers named for two-year terms are: D. D. Harrow, assistant superintendent, Greenbrier County, West Virginia, and Vaughn Seidel, superintendent, Alameda County, California.

MARYLAND GETS BELL

The delegation from Maryland received a school bell for having the largest delegation in proportion to its potential membership. Twelve of its 23 counties were represented at the conference, comprising an attendance rating of 52 per cent.

The program was sponsored by the Division of County and Rural Area Superintendents of the N.E.A. Department of Rural Education. The sixth national conference of the division will be held in Dallas, Tex., October 1 to 3, with headquarters at the Baker Hotel.

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS

A DEPARTMENT OF THE NATIONAL EDUCATION ASSOCIATION

3700 ROSS AVENUE • DALLAS, TEXAS

October 26, 1950

OFFICE OF THE PRESIDENT
WARREN T. WHITE

To my Fellow School Administrators:

I like a convention. If you are a school administrator, you, too, like a convention; so let's plan to meet in Atlantic City Saturday through Thursday, February 17-22, next year when the annual convention of the American Association of School Administrators assembles.

One feature of the convention which has never been made use of as completely and extensively as it deserves is the exhibit. The exhibits will open Saturday. It is worth more than the extra day at the convention to spend from four to six hours going through the hall, observing the most recent inventions in equipment. New materials of instruction will be on display. Recent publications will be on the shelves. Our friends, the publishers and school supply men, will be present to help us. At no other place in America can so much be learned about so many things in so short a time.

Then, I like to see the people. We shall meet our friends from all over the land. The bragging Texans, the congenial Californians, the suave New Englanders, the bustling Midwesterners, the gentle Southerners, and all the others, will congregate in the lobbies, in the hotel rooms, on the Boardwalk (if it is not too cold and windy), and in the meetings. Some of you do not have friends in other states? Well, here's a chance to make them. We are better educators every time we form a friendship from another section of the country. The incidental learning that takes place in a convention is frequently as valuable as are the formal programs. We have problems that cause us worry and tension. It does us good to find similar problems in other localities. It does us good, too, to know that other people have solved these problems or failed to solve them, even as have we.

And the program! It will be a really good program. Beginning Sunday afternoon President Umphrey Lee of Southern Methodist University will bring a vesper inspirational. The friends of Umphrey Lee know him to be intellectual, approachable, brilliant and a wonderful speaker. He will give a tone to the convention which I hope will prevail throughout the following four days.

This year we are including some top-flight public school administrators on the general program. They are President Henry H. Hill, George Peabody College for Teachers; General Superintendent of Schools Herold C. Hunt of Chicago, and Superintendent of Schools Alexander J. Stoddard of Los Angeles. All three of

these men are past presidents of the association; more important, they are great educators and philosophers. They are coordinating their part of the program so that they will bring us a unified message, each in his own way.

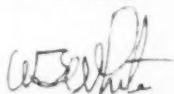
As I have talked to school administrators and other school people throughout the United States, I have been asked this question: "What about the Gilmer-Aiken program in Texas?" I suppose the reason it has caught the imagination of the people so much is because it was such a great departure from state school organization and state support, insofar as Texas is concerned. My friend, the governor of Texas, the Hon. Allan Shivers, will address one of the general sessions on "A State School Program."

There will be in the neighborhood of 60 discussion groups. The technic of the discussion group, as developed during the past few years, has reached a fine point of precision. Speeches have their places, but not in discussion groups. Chairmen have been invited to organize these groups with a view to getting people who are professionally and technically prepared to discuss vital problems in all the various phases and facets of public education. Topics have been proposed by the state presidents, organized groups, and individuals. I suggest that each person examine the program in advance and make a schedule, choosing those discussion groups that are most urgent to him, and then follow his schedule to the end.

All the general programs will have music of a character that will be fitting for the particular occasion. Then on Wednesday evening the exhibitors will present their annual entertainment. This will be a show which one might travel a long way to see and hear.

Finally, there will be the Friendship Hour, the state breakfasts, the college dinners, the committee meetings, the special appointments, the buzz and hurry that make up the convention of the American Association of School Administrators. We shall close at noon Thursday. Again the hotels will be empty, the meetings will be over, the show will be finished. With our rumpled clothes and stuffed bags we shall hit the trail home. I wouldn't miss it. I hope you don't. I want to see you there.

Your friend,



Audio-Visual Aids

Chicago's Carl Schurz High School uses a magnetic recorder at rehearsals of its concert band. The play-back is helpful.



USING RECORDERS *in the classroom*

GEORGE JENNINGS

Director, Radio Council and Station WBEZ*
Chicago Public Schools

TWO years ago, the graduating class of Chicago's Carl Schurz High School broke from tradition to give the school a magnetic recorder instead of the usual plaque or memento.

Since then the popular and portable recorder has traveled hundreds of miles through the school's corridors as it was moved from class to class. It serves students and teachers in public speaking, English, history, foreign languages, social science and music.

*The radio council is a division of the department of instruction and guidance and is charged with the responsibility for all radio and television programs in which the Chicago schools participate; for the programming and operation of Station WBEZ-FM, owned and operated by the board of education on a 9 a.m. to 4 p.m. schoolday schedule and for the use and maintenance of all electronic equipment in the schools (except motion picture equipment), including playbacks, recorders of all types, central sound systems, and radio and television receivers.

Scientific pet of all the school's 3200 students, most of whom come in contact with it in one class or another, the recorder is the special charge of volunteer "operators." These 50 boys earn service credits under the direction of the audio-visual coordinator, with the sanction of Principal Robert E. Lake-macher.

Having expressed interest in communications, these boys are trained in all phases of operation: slides, motion pictures, radio and the recorder.

They carry the machine to the class requisitioning its use and are usually hailed in the hallway by eager youngsters who want to know "What's going to be recorded?" The "operators" record the lessons or recitations, play them back for the class, and generally adopt a rather professional "radio engineer" attitude.

One of the boys' responsibilities is

the recording of the board of education's radio programs, broadcast over station WBEZ-FM, that are of great value to history and social science classes. Since it is impossible for the broadcasts to coincide with the time of each such class, the recorder permits the instructor to coordinate, for instance, the dramatization of the Declaration of Independence with the lesson regarding it. These programs, preserved in a library of spools, are of inestimable value to instructors. They know that students react favorably to a lesson treated with showmanship and that the stirring phrases of the Gettysburg Address gain strength and color when they are spoken.

Public speaking classes have made the recorder an integral part of training, having discovered its importance to both the bold youngster who likes to hear himself talk and the bashful one who is trying to gain poise. The extravert, hearing his own mistakes, is more likely to listen to his own advice than to the advice of others; the introvert grows in confidence as he improves. All class members find that



A magnetic recorder has a permanent place on the desk of J. Juliano, who teaches third-year Spanish at Carl Schurz High School, Chicago. Here two students converse as he records their efforts. Later the dialog will be played back to demonstrate faults and simplify correction.

playbacks of their speech crystallize the advice and criticism they've been given.

One foreign language instructor is so intrigued with the system and so pleased with the steady progress of his classes that he has purchased a recorder of his own to cover times when the school's unit is being moved down the hall to another group. He finds that a playback of foreign language sentences spoken by a student immediately indicates to that student his lack of perfection in accent or pronunciation. All classes report the same lift in class interest, and the spools spin with French poetry, guttural German tones, and liquid Spanish.

School work isn't so monotonous when you can record your lessons," says Harry Rasmussen, an "operator" who learns more than his expected quota since he sits in at session after session of various subjects to record lessons. "Everyone gets interested when

you bring the recorder into the room."

The natural attributes of curiosity and vanity are probably the original source of interest, but, whatever sparks the desire to use the recorder, the results are purely educational benefits. A device that generates an urge to learn has a twofold use: It eases the burden on the teacher, and it supplies that first vital reaction to study so necessary for the student.

At Carl Schurz the social science class has adopted the recorder as its treasure chest of important radio programs dealing with current affairs. It is their critical audience when the social science students rehearse debates.

In music, too, the recorder fills a real need. The orchestra, a 200 voice chorus, and a 90 piece band depend on it to point out their flaws by playback or to reward them with a perfect repeat- rendition that each band member can sit back and enjoy without the distraction of other instruments.

The semiannual music festivals are recorded for the later guidance and appreciation of the singers and musicians, who work too hard to perfect their performance to appreciate the result as a whole.

In every facet of education Schurz High School has discovered that the recorder's combination of memory and critic is of incalculable aid. In a hurried world, with significant advances crowding one another for attention, the recorder is a convenient means for calling back yesterday's words, worries and wisdom.

While instructors find new uses for the "electronic memory," the students themselves, fascinated with the recorder, invent their own adaptations to education. One boy "operator" at Schurz, who developed an overwhelming fondness for the machine, tracked down a neighbor who owns a recorder and turned up at English class with his homework—a book review—entirely on wire. The teacher accepted it without comment and graded the review on its merits.

Businessmen Agree:
30% better illumination gives brilliant color movies!

71

The School Lunch

Conducted by Mary DeGarmo Bryan

Nutritionist in **ALASKA** must

help public form new food habits

RHODA COLLINS

Associate Nutrition Consultant
Territorial Department of Health, Alaska

HERE comes the food nurse." This is the introduction the nutrition consultant gets to the families of Unalakleet, Alaska, an Eskimo village of about 400 population on Norton Sound, on the Bering Sea. These Eskimos have never known the word "nutritionist," but they have come in contact with nurses.

The Eskimo and Indian villages, the former in northern, the latter in middle and southern Alaska, are under the care of the Alaska Native Service. A large number of the villages have a school with one or two white teachers, preferably married couples. Unalakleet has a school in which there are about 100 pupils. The two married couples teaching there do everything from running the radio, their only direct communication with the outside world, the electric light plant, and the movies to serving as doctors and nurses. They are on call virtually 24 hours a day.

OUR DIET BAD FOR ESKIMOS

The fuel for heating and cooking is oil, which must be carried from the storehouse. Two boats come in, one in June and the other in October, to bring the year's supplies. The chief problem is the changing food habits brought about by the Eskimos' contact with the white man. Their own diet was better for them in many respects, for their selection from the Americans' supplies is not always good. The local Eskimo stores carry alluring candies, sweet crackers, and canned goods, far easier to use than the Alaskans' own greens and berries, which have to be gathered during the summer, then cleaned and stored. To earn the money

they need, the men must work in the canneries during the summer and in consequence they cannot help their wives fish and collect food. As they seldom see dentists and as toothbrushes are scarce, the Eskimos' teeth show the effects of so many sweets.

IT'S SCHOOL BREAKFAST THERE

Formerly the Alaskans used large quantities of seal oil, which is rich in vitamin A. Greens and berries grow in abundance in the summer and they formerly were stored in seal oil for winter use. This custom is dying out. The seals are harder to get, and the odor of seal oil permeates those who eat it. As both white and Eskimo children attend the same schools in Nome and other northern villages, a social problem has arisen. The white children do not wish to sit next to Eskimos who smell of seal oil.

Unalakleet boasts the only Eskimo mothers' club in the world. One cold, stormy afternoon 45 mothers came to a meeting the nurse called. They came in their parkas with their babies slung over their backs. The younger children cheerfully played on the floor.

In the villages the teachers serve a breakfast instead of a lunch. The government supplies them with surplus commodities, the difficulty being that they are not always practical for the people to use. The teachers feel that the community should take more interest in the lunchroom and give some service in preparing the food and cleaning up after the meal. It is impossible for the teachers to do it all.

There is need for greater use of the evaporated milk and dried milk that

are available at the stores. The difficulty is that there are no recipes or suggestions for their use. They are new to the Eskimo, and it will take him some time to realize their importance. Dried eggs also are available, and if the Eskimos could be taught to incorporate them in their cooking they would add to the nutritive value of their diet. Fresh eggs are never obtainable.

The only available spot for the lunchroom in one overcrowded school was in the basement. The space was obtained by partitioning off part of the fuel bin near the furnace and part of the toilets. It was this or nothing. The school had an ancient stove with no oven facilities. The ton of kidney beans sent as surplus commodities would need a lot of fuel for boiling, and it was to be hoped that the Eskimos would like the taste of this, to them, new food.

Usually these schools try to serve some kind of a meal at noon, but inadequate equipment and unfamiliarity with the commodities that are sent make it difficult, and the supplies arrive late in the season. There is not much evident malnutrition, but tuberculosis is rampant.

The Eskimos use flour only for making pancakes. One of the crying needs is to teach the people to make a good loaf of bread on top of the stove; another is to teach them how to incorporate dried eggs in their cereals.

The Eskimos badly need good canning equipment. The lunchroom could be of tremendous value if the teachers had more time and some material to use for educational purposes.

CITY PROBLEMS DIFFERENT

Anchorage and Palmer present slightly different problems. Anchorage on Cook Inlet is the largest city, with a population of about 18,000. The high school and central elementary school are the only ones that serve a lunch. Last year the high school lost \$3000 on its lunch, so the lunchroom was in disrepute. The schools have good equipment, including a dishwasher. The teachers wished to serve a Grade A lunch and to receive sur-

(Continued on Page 74.)



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THEY CONVERTED A HALL

THELMA I. MEHARG

Supervisor, School Lunch Service
Division of Vocational Education
Arkansas Department of Education

THIS lunchroom at the Oak Grove School at Sheridan, Ark., was originally a hall. The parents and teachers in the community wanted a lunchroom; because no funds were available for additional construction a plan for conversion of the hall evolved. The resulting space and equipment are adequate for the number served. One cook and older boys to operate the dishwashing machine provided sufficient labor for this small operation.

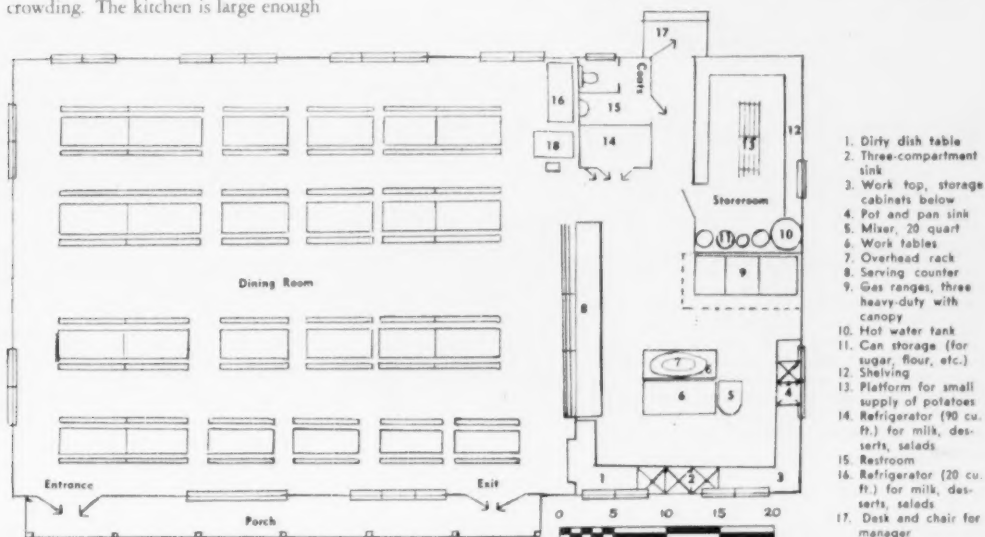
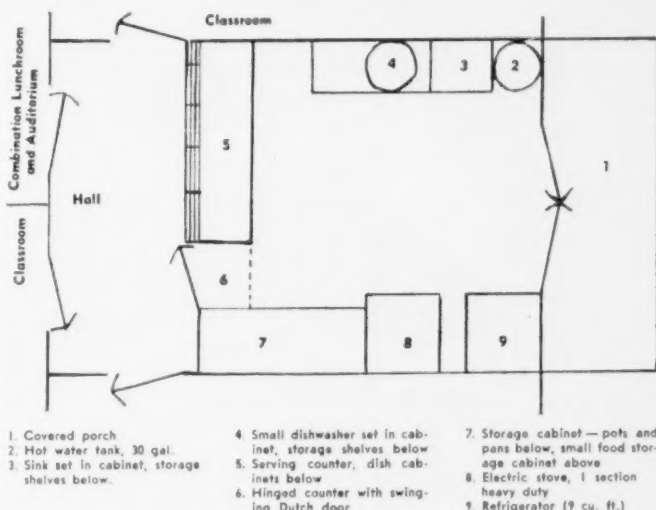
No storeroom is needed because food and supplies are delivered daily from a large storeroom at the central school. The central school is equipped with a canning plant, an ice cream machine, and a separate walk-in storage room for meat and vegetables. This central purchasing and storage service permits the serving of the 50 to 60 pupils in this small wing school at a meal cost as low as that in the central school, which serves 700 children and teachers daily.

At Dollarway School near Pine Bluff, Ark., the lunchroom is attractive and spacious enough to serve the 450 participating children without crowding. The kitchen is large enough

for present needs and was planned to provide for future growth. Since many schools in Arkansas must add labor saving equipment piece by piece as funds permit, space was scaled for

future purchases of equipment. With a dish machine and pre-rinse sink occupying the space in which the three-compartment sink is now installed and an oven in the space east of the ranges, the efficiency of the present equipment will be greatly improved. A small potato peeler of the portable type is used and is stored under the pot and pan sink.

The children pick up their trays, milk, straws and napkins and go to their places. Four rows of six tables are arranged lengthwise in the dining room. The boys and girls start at the back of the room and fill the front row of seats last. As each child leaves



the lunchroom he returns his tray of used dishes.

The covered entrance and exit protect children from rain, sometimes there is a long line of pupils waiting to be served.

The milk box in the dining room works out well in our warm climate. A pupil stands near the box to hand each child a bottle of milk as he passes by. During the hot fall and spring months milk removed from refrigeration before it is served tends to get warm. Cold desserts and salads, since they are on trays or in large con-

tainers, are easily transported the short distance from the kitchen to the counter.

The cashier is just inside the rear dining room door.

NUTRITIONIST IN ALASKA

(Continued From Page 72.)

plus commodities, but they had no money to pay a manager.

The only solution seemed to be to let the lunchroom out on concession. The two women who ran it did remarkably well. Faculty members paid

55 cents, high school students, 45 cents, and elementary children, 35 cents for the meal. If students wished to bring their lunches, milk was available. The milk consumption was good. In spite of the high cost of the food—fresh milk was 45 cents a quart, evaporated milk about 22 cents a can, cabbage and lettuce 25 cents a pound—they broke about even, paying the salary of the manager. Students served behind the counter and ran the dishwashing machine to pay for their lunches.

Palmer, in the Matanuska Valley, about 40 miles from Anchorage, is in a better position. The people there are mainly homesteaders. Their high school boasts a home economics teacher and has a lunchroom which serves a Grade A lunch. They pay their manager \$45 a month, and, although she is untrained, she serves a good lunch for 45 cents.

In the rural community of Wassilla is an enterprising principal who was eager to have a lunchroom. He raised the money and helped build the additional space, although he himself does not even have an office where he can see visitors. The community raised enough money to pay a manager \$40 a month to run it.

In Anchorage and Palmer most of the students come from the States, or "outside," as it is called. Many of the foods they are accustomed to use are either much too expensive or impossible to get. Dried eggs and dried milk should be used, but many do not like their taste. A large number of wild greens grown in the valley are edible. Lambquarter, a vegetable similar to spinach, grows in all the fields, and fireweed, a purple flowering plant, is found everywhere. Both are good when picked young. They are rich in vitamin C.

An odd fallacy has spread through Alaska that native grown vegetables do not have the same food value as Stateside ones. Experiments done in Juneau show that the vitamin C content in the Alaskan vegetables is as high as and in some cases higher than that in those grown "outside." This may be due to the long hours of sunshine Alaska has in summer. All vegetables grown in the northern part of the United States thrive in Alaska.

It will take a great deal of education to teach the people of Alaska new food habits, and the school lunch should be one of the biggest factors, but trained direction will be required.



Blodgett does both better... and at the same time!

Blodgett's Flexibility is a boon to restaurant owners! On one deck it BAKES... on the other, it ROASTS. Here's your flexibility... here's your Capacity. Each deck is separately controlled for proper heat, assuring unailing results, and giving your customers a complete choice of foods at every meal. A Blodgett oven can prepare most all cooked food on your menu because of its separate decks, one baking, one roasting, offering adequate flexibility to cook the bulk of your menu. You can boost volume when you BAKE and ROAST in a Blodgett oven.



Blodgett's "Basic Three" design provides the units which can "tailor-make" any of 22 installations.

THE G. S. BLODGETT CO., INC. 50 LAKESIDE AVE. BURLINGTON, VT.

New...

TOLEDO Profit-Angle SLICER



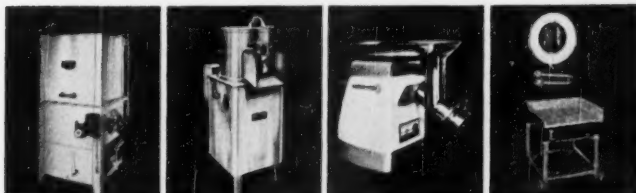
Now—Toledo brings to restaurant kitchens the new TOLEDO Profit-Angle Slicer... with a new profit slant on slicing! Designed with clean-lined beauty... does the full range of slicing jobs faster... more accurately... and with greatest ease of operation. Meat carriage has ample capacity for bulky items. Gravity-type feeding makes it easy to slice soft foods such as tomatoes, without waste or smearing. The Toledo is *clean* and easy to keep clean. Full choice of slice thicknesses... 75 gauge settings... all thicknesses up to $\frac{3}{4}$ ". All surfaces in contact with food are either stainless steel or anodized aluminum. Many more *plus* features to help *reduce kitchen costs!*

Exclusive Toledo Quick-Weigh Estimator... saves time, saves steps. In determining portions there's no need to step to the scale each time. Portions can be estimated right on the slicer—subject only to final checking on the portion scale.

Exclusive Illuminated Platter... when motor is turned on light automatically illuminates platter... also serves as safety signal that motor is operating.



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Please send without obligation your bulletin 5775 giving full details on the new Toledo Profit-Angle Slicer.

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Maintenance and Operation

Continuous effort by all occupants

necessary for **SAFE LIVING** in schools

MARIAN TELFORD

Senior Field Representative, School and College Division
National Safety Council, Chicago

IT SHOULD, perhaps, be easy for everyone to live safely in a school building of sound structural design located on a properly located school site. Yet safe living at school is not enjoyed by teachers and pupils except where a continuous effort is made to prevent accidents. Administrators, teachers, custodians, pupils—in fact everyone concerned with the use and maintenance of the building—must contribute to this effort. Here are some of the problems to which they must give consideration.

Because school building corridors are so frequently in use, and so often are used by youthful pedestrians lacking muscular coordination and walking skills, the control of slipping hazards merits special attention. It would be heart-warming to report that a simple solution has been found for the whole problem of falls in corridors and on stairs. That cannot be done, but attention can be directed to some rather hopeful developments.

REDUCING HAZARD OF FALLS

For one, more and more thought is being given to the selection, care and treatment of floor surfaces and coverings. While it is still possible—very possible, indeed!—to find new, modern school buildings with bright, attractive but slippery corridor surfaces (perhaps terrazzo treated with a paste wax), there is evidence that more thoughtful attention is being given to the type of floor surfacing installed, the provision of carefully selected materials for its proper care, and the training of custodians in the effective use of maintenance materials.

Then, too, basic research on slipping hazards on all types of walkway sur-

faces is now being conducted jointly by the National Bureau of Standards and the National Safety Council. Admittedly this project is not new, having been initiated in 1944. A great deal of time has gone into the development of methods for testing slipperiness. From this research there should come definite knowledge on the properties of many types of floor coverings and recommended procedures for the maintenance of each type.

BATTERING RAMS FOR HELMETS

The consideration of the safety factor in the selection of equipment is essential to protection from accidents in school plants. This principle must be universally applied — "across the board," as the cliché has it. It should be, for example, applied to the selection of power driven machines for vocational school shops and to the selection of helmets for football players. The former should be provided with proper guards, the latter should be selected on the basis of their value as protection for the wearer, not as an offensive weapon—a battering ram—with which to attack opponents! In general, all equipment should be selected specifically for the task it is to perform, should be easy to learn to operate efficiently, should be provided with necessary guards, and should be easy and economical to maintain in safe operating condition.

Safe, properly guarded equipment may be hazardous to users if it is improperly placed in the building or on the grounds. Here, again, the matter of space is important. There should be, for example, ample working space around shop and laboratory equipment. The use of play areas for games and

sports should not interfere with the use of playground equipment by the younger pupils or the majority.

The maintenance of all equipment in safe operating condition is essential to school plant safety. An established policy should provide for the immediate removal from use of any equipment that cannot be repaired promptly. Provision for the constant checking of tools and their prompt repair when needed is particularly necessary in schools permitting adults to work in school shops during evenings.

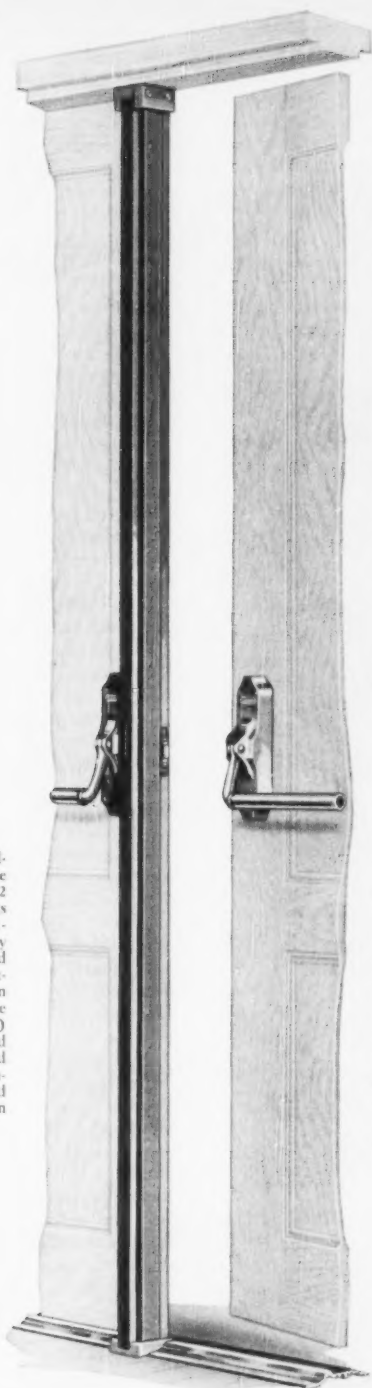
LIST OF IMPORTANT FACTORS

To those wishing to make an immediate check of important safety items, attention is directed to the following:

1. Do all school shops meet industrial standards of the state?
2. Do custodial staffs receive safety training?
3. Is there an established, rated capacity for each auditorium, assembly hall, gymnasium and similar type of room? Is this rated capacity known and observed, especially during after-hour use of the plant?
4. Have procedures been established to provide for constant checks of possible dangers to life and property growing out of unusual after-hour use of the school plant?
5. Are makeshifts prohibited, such as unusually long extension cords for lamps used in school plays?
6. Are annual complete inspections made of the entire school plant?
7. Is there an established procedure to be followed in case of accident?
8. Are pupil accident data collected, analyzed and utilized in the continuous effort to protect all users of the school facilities?

STANDARDIZE ACCIDENT REPORTS

The National Safety Council urges the adoption of the Standard Student Accident Reporting System. It would be a pleasure to forward copies of re-

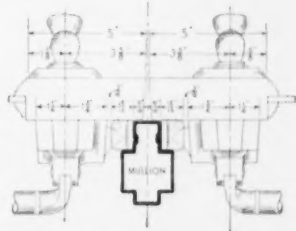


The Von Duprin mullion (shown here with Von Duprin A2 rim devices) consists of a hollow aluminum extruded body with $\frac{1}{8}$ " walls and non-ferrous metal fittings. It comes in either maroon bronze lacquered (No. 1254) or natural brushed finish, clear lacquered (No. 1254CL). Complete details and specifications on request.

YOU GET EVERY ADVANTAGE OF BOTH SINGLE DOOR AND DOUBLE DOOR OPERATION WITH THE **Von Duprin** FRAME-PATTERN MULLION

If you prefer the simplicity and appearance of single doors equipped with panic devices, yet know that the full opening will occasionally be needed, the Von Duprin "Frame-Pattern" Removable Mullion provides the perfect answer. Two doors, with this sturdy, handsome mullion, harmonizing with the door frame, provide single door operation . . . and when the wide opening is wanted, it is a matter of only a minute or two to remove two machine screws from the top fitting and lift out the mullion. It's as simple as that.

Mullion serves as stop for meeting stiles, covers gap between doors, and holds strikes for devices.



VON DUPRIN DIVISION
VONNEGUT HARDWARE CO., INDIANAPOLIS 9, INDIANA

port forms and other material to any administrator writing our headquarters at 425 North Michigan Avenue, Chicago 11, for information on this subject.

The essentials of protection from fire are concerned primarily with structural design; the problems of hazardous occupancies; the provision of means for the prevention, control and extinguishment; the provision of adequate egress facilities, and the training of school personnel in the use of these facilities as well as in fire prevention techniques.

The influence on safety of the structural design is not, of course, limited to its effect on fire prevention, control and extinguishment. The increasingly popular one-story design, for example, possesses many inherent safety features. Though the trend influencing basic structural designs obviously is in the right direction, some disturbing pressures are being felt.

Last year one house of a state legislature passed a bill requiring the substitution of ramps for stairs in all future school buildings constructed at public expense. The primary pressure

behind that bill was an effective emotional appeal for the spastic and polio sufferers who, it was argued, would be able to participate more normally in school activities if ramps were available. A secondary appeal for the support of the bill was made in the name of safety and appeared to be based on an assumption I hold to be erroneous, namely, that all ramps are safer than any type of stairs.

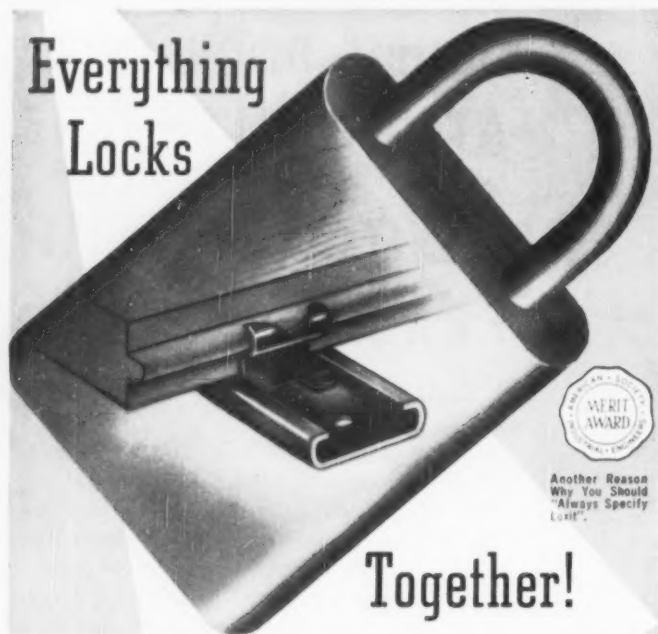
SHOWY SITE INVITES TROUBLE

Local pressures of many types operate to influence the selection of school building sites. I visited a community recently in which the primary factor in the selection of property for the location of a new junior high school was the undeniable fact that any building constructed thereon would be conspicuous. "It will be seen by everyone driving through town," a local newspaper editor said proudly. Of considerably less importance, apparently, was the fact that the site was bisected by a through street carrying heavy, relatively high-speed vehicular traffic.

Probably the building will be seen "by everyone," but of at least one more thing we can, I think, be quite sure. The day the proposed building is put in service, parents and teachers alike will demand police protection for pupils traveling from the school building to a play and recreational area on the opposite side of that busy street.

One source of standards for site sizes is the National Council on Schoolhouse Construction which recommends: (1) for elementary schools, a minimum site of 5 acres plus one additional acre for each hundred pupils of predicted ultimate maximum enrollment; (2) for junior and senior high schools, a minimum of 10 acres plus one additional acre for each hundred pupils of predicted ultimate maximum enrollment. By these standards, a 7 acre site would be provided for an elementary school of 200 pupils; one of 15 acres for a junior or senior high school with a student population of 500.

In the utilization of the site, the building should be so located as to give maximum space for recreational and other specialized areas. Provision should be made for the handling of all vehicular traffic created by the school. There should be, for example, off-the-street parking facilities for faculty and student cars and, where necessary, off-the-street provisions for school buses and trucks delivering cafeteria or other supplies.



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No. 292—Seven-ply hardwood top—large underset book compartment enclosed on three sides—die-formed slider feet—riveted and welded construction throughout.

STEEL FRAME CHAIRS

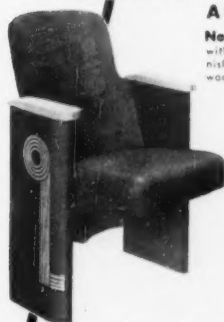
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No. 2241-1—Designed to harmonize with any architectural design. Also furnished with full upholstered back or plywood seat.



New streamlined unit of fine quality with silent ball bearing hinge—upholstered seat and back also available.

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TABLE**

No. 202—An excellent table for two pupil classroom use—available without compartments in 4 sizes for kindergartens, libraries and cafeterias.



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NEWS IN REVIEW

Top Priority for Schools Asked . . . 82d Congress to Consider Education Measures
. . . A.A.S.A. to Have Regional Meetings in 1952 . . . Developments in Washington

Ask Top Priority for Schools During Mobilization Period

NEW YORK.—Warren Austin, Bernard Baruch, Gen. Dwight D. Eisenhower, and Mrs. Franklin D. Roosevelt recently added their pleas to the appeal of the National Citizens Commission for the Public Schools for Americans to continue their fight for better schools during the period of mobilization.

Of course, it will be necessary to adapt our plans for our schools to the immediate requirements of our expanding program for defense," the commission members said in a public statement. But those who are in the fight for better schools should be alert to obtain for our schools a top priority in the new line-up of civilian activities that lies ahead.

"If, by threatening us, our enemies were able to make us abandon efforts necessary to maintain and improve our free society, they would by threats alone have won a major victory."

Mr. Baruch declared: "Education will help our citizens to distinguish between truth and falsehood, and thus better our chances for freedom."

Said Gen. Eisenhower: "Where our schools are concerned, no external threat can excuse negligence; no menace can justify a halt to progress."

82d Congress to Consider Many Bills on Education

WASHINGTON, D. C.—Universal military service, federal aid to education, federal scholarships, aid for medical and health education, and more liberal educational benefits to veterans will be among the measures to come before the 82d Congress when it convenes on January 3.

Federal Security Administrator Oscar Ewing said that the No. 1 aim of the Federal Security Agency is to seek "general aid to the states for maintaining and operating elementary and secondary schools." The agency's other goals for Congress are financial assistance for

school housing, college scholarships, and a national survey of the community college movement.

At the same time, the N.E.A. announced, after a conference held on November 13, that "federal aid to education is, and will remain, the nation's most imperative need."

The Defense Department, spurred by Gen. George C. Marshall, will press for the enactment of a universal military service bill, under which all able bodied youths of 19 and over will devote from 18 to 24 months either to military or to other duty in the national interest.

An attempt will be made in Congress to establish an emergency five-year program in order to increase the supply of doctors, dentists, nurses and public health officers.

Several Congressmen have already announced their intention to introduce bills that will do away with the July 25, 1951, deadline before which veterans must be in training. Educators would like to do away with any cut-off date, leaving veterans free to begin their training at any time convenient to them.

Bills also will be introduced to extend G.I. education to veterans who have been in the Korean conflict.

A.A.S.A. Regional Meetings in '52

WASHINGTON, D. C. — In 1952 the American Association of School Administrators will have regional conventions instead of a single national meeting, the association's executive committee has decided. Dates and places of the meetings have not yet been chosen.

ON THE SCHOOL FRONT

reported by The NATION'S SCHOOLS WASHINGTON BUREAU

Washington's hottest educational story of the month has the ingredients for an old-fashioned thriller. It's a fight on the country's last frontier, what the television channel engineers like to call VHF's, Very High Frequencies.

There are the commercial "interests." They want *all* the channels for themselves, on which to sell soap and soup.

Then there are the educators, who want *only* a piece of the property for educational purposes.

There is a hero, too, in this story, a woman who goes about making speeches, encouraging the educators to insist on their rightful share of the TV spectrum for themselves. And finally there is the judge, the Federal Communications Commissioners, who will have to decide who is to get what.

Consider the VHF's, first. These are the television channels on which the 105 TV stations are now broadcasting. This spectrum is limited. Only 300 *more*

new TV stations can be built using this broadcasting band. After that, the VHF's would be overloaded. The commercial broadcasters, with ready money in their pockets, are scrambling for a place on this band. They want licenses for new TV stations from the F.C.C. They are eager to cash in on the bonanza which TV advertisers are ready to offer.

Now consider the educators. They are a small but intrepid group. They include such enthusiasts for audio-visual education as Belmont Farley, N.E.A.; Franklin Dunham, Office of Education; Edgar Dale, Ohio State University; Keith Tyler of the National Association of Educational Broadcasters, and the superintendent of schools of Alameda County, California, who spends one-fourth of his \$8,000,000 a year budget for audio-visual education. They want the F.C.C. to set aside at least one-fourth of the remaining VHF channels for exclusive use by schools and col-

Cut School Heating Costs with PC FOAMGLAS—the long life insulation

Prominent specialists in school construction have found the way to keep pupils and teachers comfortably warm in winter—and also reduce heating costs. They have included PC Foamglas Insulation in their plans for new schools and for modernizing projects.

In walls and floors, roofs and ceilings of countless schools and colleges, PC Foamglas already has proved its ability to help reduce heat losses, regulate humidity and minimize condensation. That means actual money savings—in repairs and repainting, in cleaning walls and windows, in the cost of fuel for heating.

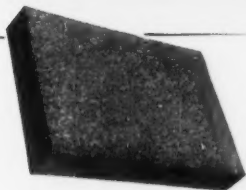
Its continuous cellular glass structure makes PC Foamglas an exceptionally effective insulation. Its unusually high resistance to moisture, vapor, acid atmospheres and other destructive

elements makes Foamglas an exceptionally economical insulation. With Foamglas you need not fear the sort of insulation failure that causes costly repairs, maintenance and replacement, for—when properly installed—PC Foamglas retains its original insulating effectiveness.

Before you approach your next insulating project, make sure you have the latest information on PC Foamglas. You will find that this unique material is giving long lasting satisfactory service on schools all over the country. Our technical staff will be glad to consult with you on your individual insulating requirements. Meanwhile, you will find a lot of helpful data on PC Foamglas Insulation in our recently published booklet. Just send in the coupon for your free copy and a sample of Foamglas.



The workmen shown at left are applying PC Foamglas Insulation on the roof of this fine modern structure, the Administration Building, Illinois State Normal University, Normal, Illinois. Later, built-up roofing materials will complete the installation. PC Foamglas is long lasting and trouble-free . . . helps to maintain comfortable indoor temperatures at all seasons.



This is FOAMGLAS®

The entire strong, rigid block is composed of millions of sealed glass bubbles. They form a continuous structure which has unusually high resistance to moisture, vapor and acid atmospheres, is noncombustible, verminproof and odorless. In those closed glass cells, which contain still air, lies the secret of the material's long life insulating efficiency.



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... when you insulate with FOAMGLAS... the insulation lasts!

NEWS...

leges. This would reserve facilities for about 75 additional stations — should schools ever decide to build them.

The heroine is FCC. Commissioner Frieda B. Henlock. She has been needing the educators to hurry up and build TV stations, "claim the channels and show some interest!" But there are two other FCC. commissioners. And the three of them, as a legal body, have to decide whether the educators' claims are just. That is why they are holding hearings in Washington on the allocation of TV channels.

The lobbyists for the commercial broadcasters are restless. Their attorneys keep urging the FCC. to hurry up and make its decision. Not so the educators. They claim they haven't had time to muster the "real interest" of schools and colleges all over the country; nor to marshal their arguments on behalf of their claim. The educators would like the FCC. to freeze the hearings until schoolmen can demonstrate their genuine interest in the VHF's. The "freeze" may come within the next two or three weeks.

But the question is: Are schoolmen really interested?

A new element under the title of UHF, Ultra High Frequencies, may enter the story. This is a new broadcasting band which may or may not be usable for TV. If it is, it could accommodate hundreds of new TV stations, and the educators would like to have 25 per cent of the UHF channels, also. Such foresight in Washington is rare.

DRAFT DEFERMENTS

College presidents come to Washington with wrinkled faces these days. Some of them, those from small private colleges especially, are almost panicky. They see enrollments sagging. The downward line on their enrollment charts is poised as if to continue earthward for years to come. They blame the draft for most of their troubles.

College presidents were heartened somewhat by the Trytten recommendations to the Selective Service. H. M. Trytten of the National Research Council and six scientific advisory committees suggested that students of high aptitude and high grades should be deferred year after year until they complete their undergraduate, graduate and postgraduate work. Gen. Hershey said

he liked the idea. So far he has not done anything about it.

In the meantime, worrisome questions have cropped up about the wisdom of the recommendations. Wouldn't the college classroom become a refuge for those who want to avoid military service? Wouldn't the Trytten policy lead students to take snap courses to get easy A's and so become eligible for deferment? What about the brilliant boy who cannot afford to go to college? Doesn't the whole deal smack of class legislation?

As these questions were being asked, news came to Washington that at least one draft board (in St. Matthews, S.C.) resigned to protest an earlier ruling that college students be deferred for one year. The incident points to trouble for any broader policy of college student deferment.

The American Council on Education held a pow-wow with a dozen college executives on the problem. They came out still favoring the principle of student deferment but they added one change. After the student finishes his undergraduate or graduate work he should immediately be liable for induction under Selective Service. It was a compromise which, if carried out, will help keep a good supply of students in schools. But college presidents' faces aren't any brighter. "Looks like we better learn to live with the fact that the days of bulging college classrooms are over," said one college official.

WHITE HOUSE CONFERENCE

Get set for the avalanche of words to come from the White House Conference on Children and Youth. The meeting is to be held December 3 through 7. But already the delegates are assembling, the work panels are forming, the resolutions are being drafted.

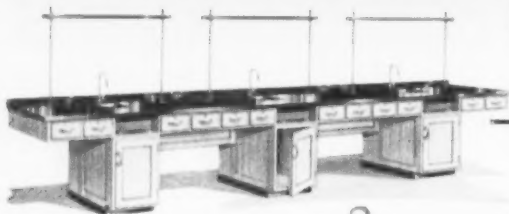
Even before the first gavel falls, it is possible to sum up the coming conclusions of the December meeting. The delegates will first agree that children are important. And, second, that in a world uneasily dangling at the end of a sickle on the east, and propped up by an atom bomb from the west, teachers and parents should try to keep children "emotionally secure" and "mentally healthy."

O.E. BULLETINS

Two new U.S. Office of Education's bulletins claim dubious distinction this month. The first takes 16 pages to state

"PETERSON"

The Name to Choose For
QUALITY FURNITURE



School boards throughout the country have accorded Peterson Quality their preference for more than half a century. Relationships of long standing have grown from the advice of our experts in the solution of whatever problems have arisen on the subject of furniture for the laboratory, home making and library departments. This service is yours for the asking... without obligation.



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THE PREFERRED SCHOOL PLUMBING



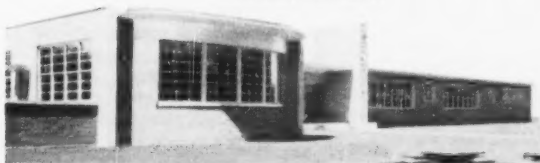
at **Harriet Gifford School**, Elgin, Illinois

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Lavatories shown are the Crane *Neuday*, of porcelain enameled cast iron. Although moderately priced, the *Neuday* offers such quality features as the high shelf back, rectangular basin—and exclusive *Dial-ese* controls, easiest for young fingers to work.

Reflected in the mirror are Crane *Sanitor* Urinals, of vitreous china. Slope front design assures highest sanitation, lowest maintenance. From the complete Crane line of quality school plumbing.

For everything in school plumbing, see your Crane Branch, Crane Wholesaler, or Local Plumbing Contractor

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VALVES • FITTINGS • PIPE

NEWS...

one fact: that five-sixths of the public high schools in this country have 16 mm. sound projectors. In an uncommon outburst of feeling, this federal bulletin, "Movie Projectors in Public High Schools," adds in effect: "Now that's settled. The schools have the projectors. Let's turn our attention to other questions."

The second bulletin opens with a comic strip. Myrtle asks her father for a nickel. He replies that when he was young he earned his money by splitting

firewood and bringing home the cows. To which Myrtle responds by turning to her mother: "Hey, Mom, do you want me to split firewood or bring home the cows?" The point apparently is that modern children lack opportunities for home chores which existed 25 to 30 years ago. Therefore, the school has to provide extraclass activities after school hours. For the status of this new school function, see "Extraclass Activities for All Pupils," now available from the U.S. Government Printing Office.

NEGROES' RIGHTS

"The year 1951 may be the final year of exclusion of Negroes from American universities," was Oscar Ewing's bold prediction.

The Federal Security Administrator made this statement before Negro presidents of land-grant colleges. They applauded. And one Negro educator was prompted to say: "Perhaps the Negro institutions ought to reciprocate, end their discrimination, and admit white students."

MINIMUM WAGES

October 24, observed as United Nations' Day, was also an anniversary of a less publicized event. The day marked the 12th birthday of the Federal Wage Hour Law, under which millions of workers were assured a 40 cent an hour minimum and later 75 cents. But many a classroom teacher, when she calculated the total hours *she* worked a year and divided by *her* salary, found she was far below the official minimum.

OF CONGRESS, EXPECT LITTLE

Congress is back in town to finish up its 81st session. But nothing much is expected of it. Even if it buckles down to work, it may pass only one bill in which schoolmen have an interest, namely, the Granger Bill to bring surplus food freight-free to school lunch tables.

N.P.A. Restrictions Not Intended to Curtail School Construction

WASHINGTON, D.C.—The National Production Authority wishes to do nothing that will curtail the work of educational institutions. Such is the assurance given by many persons in the Department of Commerce and in the N.P.A. who will not be quoted directly.

Schools and colleges were assured that the purpose of restrictions to date, such as M-1, M-4 and M-5, are to curtail the hoarding of critical items and to restrict their use in projects and activities that are decidedly unrelated to essential needs of the country.

Building programs for schools and colleges are mentioned indirectly in Order M-4, which imposes a ban on construction of any new buildings for "amusement, recreational or entertainment purposes." The restriction includes "gymnasiums, except where incidental to a building used for general classroom, laboratory or other instructional purposes" and "stadiums and swimming

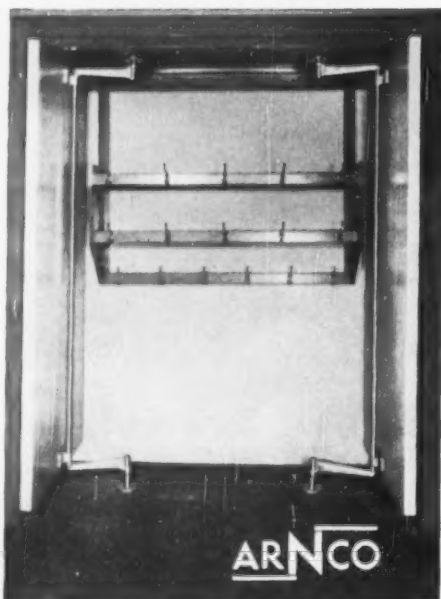
Get Great Utility at LOW COST with ARNCO RECEDING DOOR CLASSROOM WARDROBES

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Arnco Steel Receding Door Classroom Wardrobes provide an efficient, sanitary means of housing pupils' clothing within the classroom. Design based on years of experience in equipping schools with both standardized and built-to-order metal furniture.



ARNCO Wardrobe standard design is based on all-steel construction, including doors, trim, shelving, etc. Doors are easily operated by small children. ARNCO Wardrobes offer freedom of sagging of doors and minimum hardware maintenance. ARNCO Wardrobes can be furnished in any desired combination of wardrobe and auxiliary cabinets or wardrobe only.

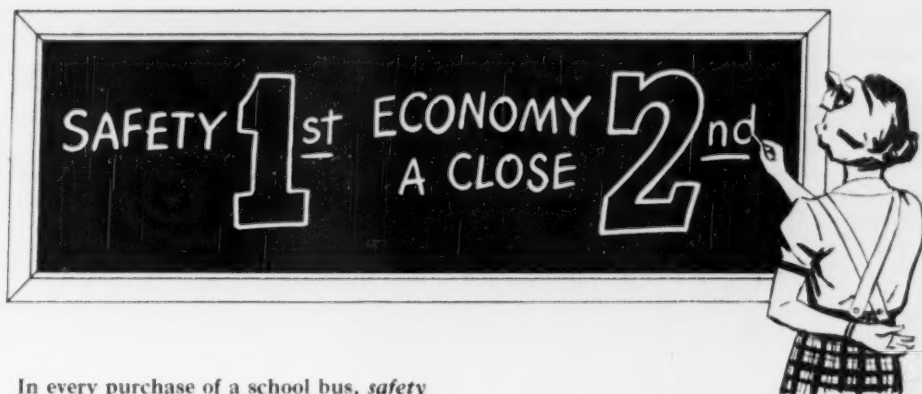
NON-SAGGING, FINGER-TIP OPERATING, PIVOTED SUSPENSION HARDWARE is of one-piece construction in solid bronze, is fully adjustable and operates smoothly on two sets of ball bearings. One bearing is placed at lower pivot arm and the other where lower pivot arm engages door bracket. Neither doors nor mechanism will sag due to rugged construction.

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In every purchase of a school bus, *safety* is the first requisite, followed closely by *economy*—two qualities that reach top development in the Chevrolet Advance-Design chassis for school buses. Here is safety that goes beyond mere strength and ruggedness . . . it's the extra safety that comes with positive braking, ease of control, and reserve power. And Chevrolet's traditional economy works three ways—in low first cost, low operating costs, low maintenance costs. Choose Chevrolet for safety and savings.

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SCHOOL BUS CHASSIS

199-INCH WHEELBASE SCHOOL BUS CHASSIS

Gross vehicle weight, 13,500 or 15,000 pounds depending on tire equipment. Capacities, 42 to 54 pupils. Chevrolet Load-Master valve-in-head engine, 105 h.p., 193 foot-pounds torque (pulling power) at speeds under 35 m.p.h. governed speed.

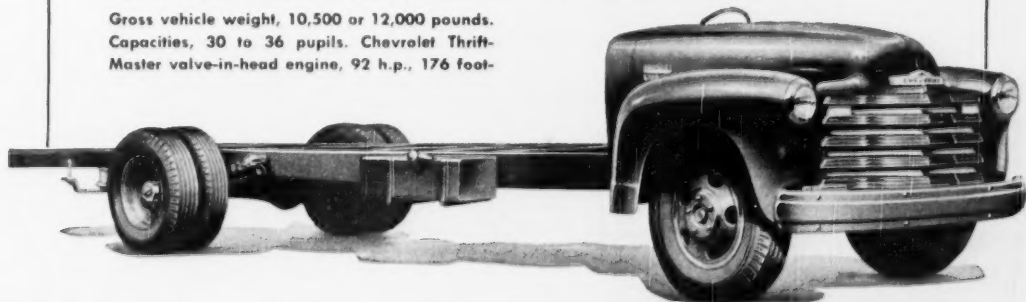
161-INCH WHEELBASE SCHOOL BUS CHASSIS

Gross vehicle weight, 10,500 or 12,000 pounds. Capacities, 30 to 36 pupils. Chevrolet Thrift-Master valve-in-head engine, 92 h.p., 176 foot-

pounds torque (pulling power) under 35 m.p.h. governed speed.

137-INCH JUNIOR SCHOOL BUS CHASSIS

Gross vehicle weight, 7600 pounds. Chevrolet Thrift-Master valve-in-head engine, 92 h.p., 176 foot-pounds torque (pulling power) under 35 m.p.h. Capacity, 16 pupils.



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NEWS...

pools, except where incidental to a building used for general classroom, laboratory or other educational purposes." It prohibits the construction of grandstands but does not make clear whether grandstands as a part of a school athletic building program are included in this restriction.

Washington spokesmen explain that M-4 does not affect construction already begun. It permits repair and maintenance in existing buildings as well as a limited amount of alteration and modernization. Exempt also are small construction jobs not exceeding \$5000 in cost for any 12 month period.

New York City Group to Study Teachers' Salary Demand

NEW YORK.—Mrs. Clara Friedman has been appointed economist for the fact-finding committee named by the New York City Board of Education to investigate teachers' salary demands.

Mrs. Friedman served as economist on the mayor's advisory transit committee in 1947 and on the President's advisory board investigating the Railway Express strike in 1948.

Members of the fact-finding committee are Arthur S. Meyer, former chairman of the state mediation board; Elinore M. Herrick, personnel director of the *New York Herald Tribune*; Joseph D. McGoldrick, state rent administrator; Carl Whitmore, retired president of the New York Telephone Company; Harry G. Wilnus, an official of the Intertype Corporation, and Andrew G. Clauson and Vito F. Lanza, Richmond and Queens members, respectively, of the board of education.

Seeks 200,000 Signatures in Ohio for Minimum Salary Law

COLUMBUS, OHIO.—A minimum of 200,000 signatures for an initiative bill to establish a statewide minimum salary schedule for teachers is being sought by the Ohio Education Association. The proposed bill, to be introduced in the Ohio legislature in January, would guarantee an Ohio teacher with a B.A. degree a beginning salary of \$2400 plus yearly increases of \$100 for 16 years, to a maximum of \$4000. For a teacher with an M.A. degree the starting salary would be \$2600 plus yearly increases of \$120 for 16 years, to a top of \$4520. For teachers with less training the figures would be proportionately smaller.

State assistance to any school district would be limited to a maximum increase

WATER HEATING

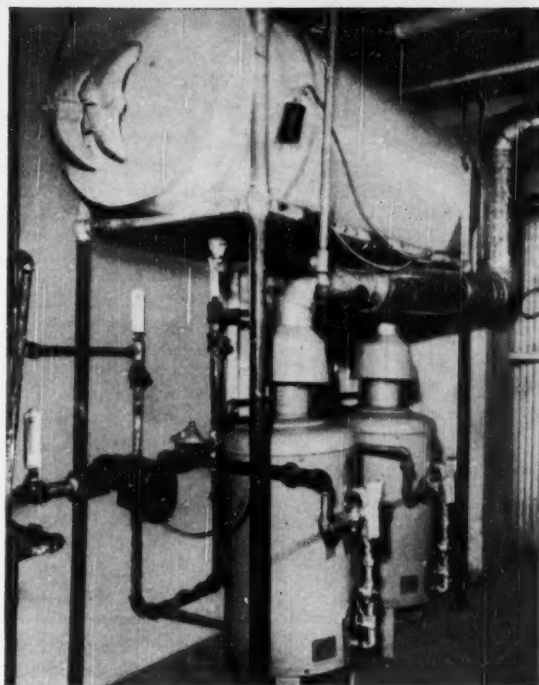
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AMERICAN GAS ASSOCIATION

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NEWS...

of \$400 for any teacher in one year, and a local operating levy of at least eight mills will be required of a school district in order for it to share in the state salary aid. School districts receiving state funds would be required to operate not less than a 180 day school term.

According to Walton B. Bliss, executive secretary of the OEA, "at least 15 states now have minimum salary schedules in effect." He argues that "a state-wide schedule would be extremely effective in helping to equalize educational opportunities by providing trained teachers for both urban and rural children."

Estimated additional cost to the state for the first year would be about \$12,000,000.

St. Paul Voters Favor Independent School Board

St. Paul Voters Favor Independent School Board

ST. PAUL.—More than 73 per cent of the voters in a special election held October 17 favored a charter amendment giving St. Paul an independent

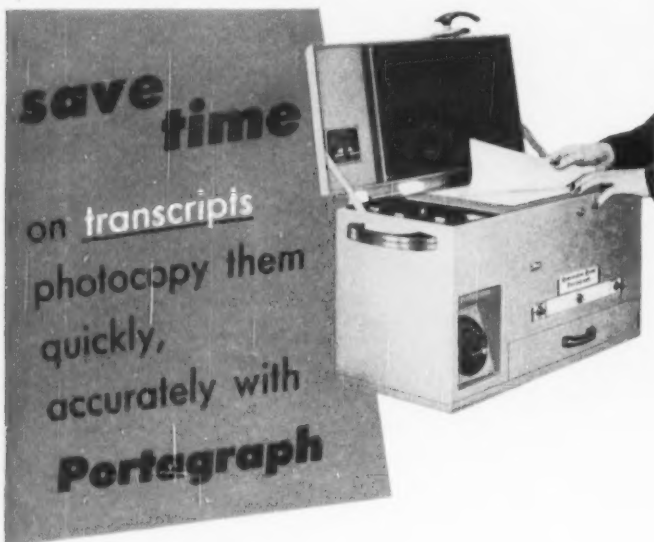
school board. At the same time \$9,400,000 in bonds was voted to renovate and repair old buildings and to build new schools.

For a number of years St. Paul schools have been under the direct administration of the city government. A city commissioner of education has served in lieu of the usual school board.

A commission was appointed to nominate 21 persons for members of the board of education. From the list of nominees the mayor and city council will select a board of seven. The new board will take office January 2.

In the future, board members will be chosen by vote of the electorate. Terms of the members will be staggered.

The present commissioner of education, Frank Marzitelli, will become commissioner of libraries, auditorium and museums.



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New Jersey Court Upholds Bible Reading in Schools

TRENTON, N.J.—The New Jersey supreme court has ruled that a state law requiring the daily reading of the Bible in public schools is constitutional.

The court said that the law does not conflict in any way with the first amendment to the United States Constitution, which provides for separation of church and state.

The suit charging the law is unconstitutional and helps to establish religious education was brought by members of the United Secularists of America.

The law does not show preference for any religion, the court said, because: "We consider that the Old Testament, because of its antiquity, its content, and its wide acceptance, is not a sectarian book when read without comment."

"It is accepted by three great religions, the Jewish, the Roman Catholic, and the Protestant, and at least in part by others. There are different versions, but the statute makes no distinctions."

The court said that "while it is necessary that there be a separation between church and state, it is not necessary that the state should be stripped of religious sentiment."

Sex Education Parents' Job

CLEVELAND.—Sex education is the job of parents, according to a resolution passed at the convention here in October of the National Council of Catholic Women.



"Cooking up" a lesson in nutrition

A "never fail" recipe for teaching health and nutrition comes from Mrs. Evelyn Berlin, teacher in a one-room school in Cass County, North Dakota. With her guidance, the class prepares a simple and wholesome hot dish on the electric plate in the school room. Mothers like to get lists of the dishes to be served at school, so they can plan the foods for the lunch box and the other meals accordingly.

"The children," says Mrs. Berlin, "become very conscious of whether or not they have selected foods from the Basic 7 food groups each day. The making out of menus and the study of actual preparation of foods are concrete experiences they will never forget." Like many other teachers engaged in nutrition projects, she feels that the way the children look forward to their lunches and enjoy them more than compensates for her extra effort. For further information on the school lunch as a medium for teaching health and nutrition—in both large and small schools—write: Education Section, Dept. of Public Services, General Mills, Inc., Minneapolis 1, Minn.

EXTRA DIVIDENDS

Experiences like the one described here often yield, in addition to improved diets, significant "fringe benefits" such as:

- Improvement in social behavior
- Increased parent interest
- Child participation
- Recognition of individual differences



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READER OPINION

(Continued From Page 10.)

sons why he felt that private schools were a menace.

He wrote as follows: "... and sometimes they become a real threat to our democracy. They *often* develop social snobs. . . . They *sometimes* develop religious fanatics."

Here alone, it seems to me, he has shown that it is a fallacy to lump all private schools under the one heading "Private Schools." It would be interesting to see some statistics on which such general statements are based. Could it be that all the subversives now being watched by the F.B.I. are private school products? That would surely simplify the job, wouldn't it? Does Mr. Martin intimate that there is no social snobbery in the public schools? I'm afraid that snobbery doesn't come from any school but rather from the parents. It isn't confined to any economic stratum either, as Mr. Martin would have found if he had been educated in the public schools.

Then the article goes on to say: "Parents who send their children to private schools *frequently* lose their interest in the public schools and join those who protest most loudly against the taxes needed for adequate support of our public schools."

If this is true, then our school must have developed some unusual parents. Parents from our school have become so active in the affairs of the local public schools that at times more than 50 per cent of the members of the public school boards have been parents of former pupils of ours. They have been among the leaders of those who have fought for increased facilities for public school education. And, contrary to the sense of Mr. Martin's article, the fight has usually been against the apathetic, nonvoting parent of the public school child and against the parent of the child who is no longer of school age.

I believe that Mr. Martin either should have defined the type or types of private schools he was aiming at or should not have written such an article.

William S. Hickey

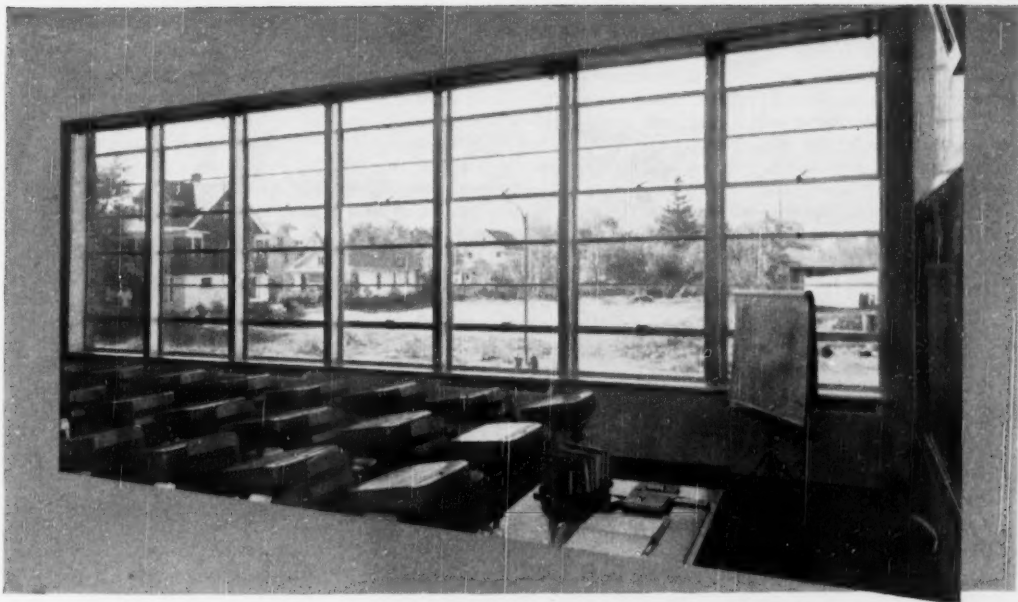
Director
Manhasset Bay School
Port Washington, N.Y.

**Winning Team but
Losing Superintendent**

Sirs

"Conquered at long last" was the newspaper heading I remember back

THE NATION'S SCHOOLS



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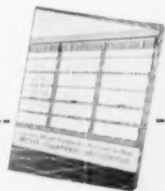
2. *Controllable fresh air ventilation*—Select ventilator arrangements desired (note Fenestra* Projected-Type Intermediate Windows above). Open-in vents deflect air upward, shed rain outside; open-out vents shield openings from the weather.

3. *Quality appearance*—These windows are of rolled casement sections of advanced design and distinctive hardware is used throughout. Workmanship is by skilled craftsmen in the plants of America's oldest and largest steel window manufacturer.

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READER OPINION

yonder on the farm at Pine Grove when prancing Gentleman Jim Corbett knocked out the great John L. Sullivan, long-time champion of the world. And so, for more than 50 full years, I have battled martinet committees, officious school exploiters, and domineering boards, often up at the top but frequently hanging on to the ropes by the skin of my teeth, until recently when a willful majority sent me down and out by a reputed count of 4 to 3 but still swinging and sound in mind and body.

During recent months following a disastrous football season, under the impact of crescendo howls from a vocal and potent Pigskin Club, school board members have wrangled long hours over the reemployment of mediocre coaches hired over my recommendations. They now have six football coaches, and the committee on athletics has been authorized to employ another athlete to "coach the backfield" and another to serve as coach and grade principal, over vigorous dissent of a discerning minority of the

board that rightfully charges that "the athletic tail is wagging the school dog." The majority issued a directive of record in the school minutes to the effect that "the administration will give the coaches 100 per cent cooperation in their efforts to produce championship football teams." (In an oral mandate to the principal by the chairman of the committee on athletics, the percentage of collaboration was raised to 1000 per cent!)

Without a scintilla of doubt, the Pigskin Club strategists and amateur drug-store coaches (to say nothing of tinhorn town gamblers) have persuaded a vacillating majority of a spineless board that a change in school administration will solve all football problems and produce winning teams that will roll in the money at the gate and "put us on the map."

The coaches had asked for two-year contracts: they were put on probation for one year with a very definite understanding that they must win—or else. Truth to tell, the prospect for next year is exceptionally good. Several husky lettermen, including a junior star who can really carry the ball, will likely save the necks of the wobbly coaches and bolster the prestige of my successor, who is indeed able and worthy.

Bloody but unbowed, I am striving to cooperate with the inevitable in good grace and to end my long tenure with as little rancor or bitterness as is humanly possible.

The action that terminated my contract came like a bolt out of the sky, as has been the case with other hapless superintendents under strikingly similar circumstances. I made a forceful but unavailing plea to the majority of the board for an extension of contract to conform with provisions of the state retirement law.

Freed from whim and caprice of committees, boards, pressure groups, and public favor, and accountable now only to my wife, my conscience, and my Creator, I presume I will repair—temporarily at least—to our modest home on a minor street, catch up with my lost grub and angleworm fishing, contemplate Ichabod's autobiography, and eke along for a time in tolerably respectable poverty, hopeful that something will turn up with better luck than befell Mr. Micawber whereby my training and experience can be utilized in remunerative effort and productive service.

A Texas Superintendent

THE NATION'S SCHOOLS



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J-M Acoustical Materials include Sanacoustic[®], Transite[®] Panels, and drilled Fibretone[®]

ADULT EDUCATION GROUPS MEET

(Continued From Page 50.)

ment of the Adult Education Council of Greater Chicago.

Approximately 2,000,000 Americans are now enrolled in public school adult education classes, Mr. Shater told the conference. This is in addition, of course, to the enrollment in classes conducted by libraries, social agencies, rural groups, labor unions, industry and private schools.

MIGHT AVOID WAR

"Will the one billion human beings of the East move toward Russia or toward the freedom of the West in the decades immediately ahead? This is the supreme issue confronting mankind," said Ben M. Cherrington, professor of international relations at the University of Denver.

If the East moves into the camp of Russian communism, it will be difficult to avoid World War III, Dr. Cherrington said, but "if the East embraces freedom there is reasonable prospect of avoiding a cataclysmic war and eventually moving into a period of peace, stability and prosperity without precedent in human history."

"All of this means that every American citizen is enlisted in the struggle. There is no escaping this responsibility. It cannot be delegated to governments alone. Government, supported by informed and intelligent citizens, must find ways of demonstrating to the masses of the East that only through freedom will they find the dignity, the independence, and the happiness for which they are seeking. Here is revealed the task of adult education for Americans in all walks of life."

Appointment of a planning commission for national organization was the outgrowth of the work of a joint committee of the A.A.E. and the N.E.A. Department of Adult Education named a year ago to study and make recommendations regarding the establishment of a single national organization representative of the adult education field.

In reporting to the 350 delegates attending the Chicago conference here, the joint committee presented arguments favoring a national clearinghouse for adult education services and then recommended that it be succeeded by a larger commission "to secure the par-

ticipation of adult education workers from all fields of interest, occupational groups and geographical areas in a national work conference at the earliest practicable date during 1951."

COMMISSION MEMBERS

Already named to the new commission are the following, who held preliminary meetings in Chicago, October 21 and 22:

L. H. Adolfson, director, University of Wisconsin Extension Division; Leland P. Bradford, executive secretary, N.E.A. Department of Adult Education; Edward Brice, president, National Conference on Adult Education and the Negro, South Carolina State College; Glen Burch, executive director, Film Council of America; Sophie V. Cheskie, director of adult education, Highland Park, Mich.; John M. Cory, executive secretary, American Library Association; Eleanor G. Coit, director, American Labor Education Service, New York City.

Also, Thelma Dries, Bureau of Human Nutrition and Home Economics, U.S. Dept. of Agriculture; Fred K. Eshleman, dean, Dearborn Junior College, Dearborn, Mich.; Manfred E. Evans, Los Angeles city schools; Herbert Hamlin, professor of agricultural education, University of Illinois; Herbert C. Hunsaker, dean, Cleveland College, Western Reserve University; Homer Kempfer, specialist, Post-High School and Adult Education, U.S. Office of Education; Malcolm S. Knowles, director of adult education, Central Y.M.C.A., Chicago; Robert Luke, associate executive secretary, N.E.A. Department of Adult Education.

Ralph McCallister, vice president, Chautauqua Institution, Syracuse, N.Y.; Howard Y. McClusky, director, extramural services, University of Michigan; Jean Carter Ogden, University of Virginia Extension Division; Everett C. Preston, state director of adult education for New Jersey; Robert E. Sharer, state director of adult education for Michigan; Robertson Sillars, assistant director, A.A.E.; Paul H. Sheats, associate director of university extension, U.C.L.A.; Ralph B. Spence, School of Advanced Studies, Teachers College, Columbia; Herbert Thelen, University of Chicago; Thomas A. Van Sant, state department of education, Maryland; Shepherd Whitman, director, Cleveland Council on World Affairs; M. L. Wilson, director of extension work, U.S. Department of Agriculture; and Arnold Zopf, director of adult education, St. Louis.

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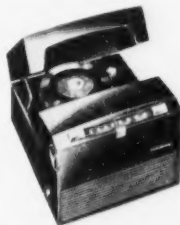
Illustrated are three typical RCA Victor instruments that fit the requirements of schools for radios and phonographs. In RCA Victor's complete line are many other models ideally suited to school needs—both large and small instruments in various styles and types.

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NEWS...

Safety Programs for Schools Suggested at Convention of National Safety Council

CHICAGO — Teaching adults about child safety is probably even more important than teaching children about safety, Mrs. Roy E. VanDelinder, Monroe County director of the New York State Congress of Parents and Teachers, told the school and college section of the National Safety Council.

"An adult," she said, "must think, act and live safely before he can ef-

fectively transmit the idea to children."

The parents' rôle in child safety education probably is most important during the preschool years, according to Mrs. VanDelinder. "Before arriving at school age," she said, "children should be impressed with the necessity of keeping out of the street. They should be taught safe play habits and should play in an environment free from at-

tractive hazards. They should be taught to cross streets at protected crossings or in the company of an adult."

Other speakers at the school and college sessions, held October 16 to 19 in Chicago, warned of the necessity of making old school buildings safe, of putting into effect a fire safety program, of making bus transportation as safe as possible, and of learning how to change driver attitudes.

"We have schools in use in many of our towns and cities dating back to the Civil War days," said V. Harry Rhodes, St. Louis commissioner of school buildings. "Our economy will not allow us to junk old schools in one fell swoop, but if we keep our children in the buildings our moral obligation, if not our economy, demands that we take certain safety measures."

He recommended that boiler rooms, corridors and stairways be made fire-proof; that no closet be tolerated under a stairway; that egress doors open out and be equipped with approved panic bars, and that heating plants be inspected annually. It is far better, Mr. Rhodes said, to install new surface exposed electric wiring than to take a chance on the old.

T. Alfred Fleming, retired head of the conservation department of the National Board of Fire Underwriters, pointed out that past experience and records show that any successful school safety program provides for:

1. Segregation of heating facilities, including fuel storage, from the remainder of the building.
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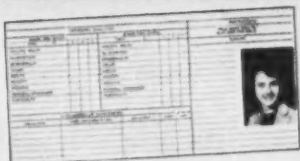
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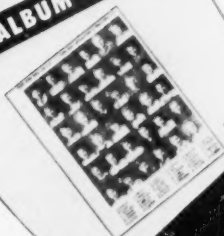
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NEWS...

lined a seven-point program to ensure the safety of five million children transported daily by school buses. The points are:

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5. Physical examinations for school bus drivers.
6. Periodical inspection of school transportation vehicles.

7. Specific licenses for school bus drivers.

A study, in driver education classes, of driver attitudes and of how such attitudes can be changed was urged by Harry W. Case, associate professor of engineering and associate professor of psychology, Institute of Transportation and Traffic Engineering, University of California at Los Angeles.

Mr. Case explained that such a study can be made under controlled conditions in a high school class. Once a

driver's attitudes have been determined, then the instructor can measure the amount of modification that may be accomplished in the driver's attitude by the sources at education's disposal—instruction, discussion, safety material, lectures, demonstrations, motion pictures, radio, television, and directive and nondirective interviewing.

T. S. Eliot Philosophizes on Aims of Education

CHICAGO.—Equalization of educational opportunity may need to be counteracted, thinks T. S. Eliot, the British poet. It seems to him to lead inescapably to a universal and state system of education to the cost of which the richer parts of the country, like richer individuals, will contribute proportionately but from which they will derive only the same educational returns as their poorer neighbors.

"And unless we maintain that some races or peoples are superior to others, we seem forced to the conclusion of a world system of education," Mr. Eliot said recently in Chicago, where as visiting professor at the University of Chicago he gave four lectures on the aims of education.

"If we are to have complete equality of opportunity in education, it seems to follow that we must have a uniform system of grading the intelligence of pupils, so that each shall receive just the kind and amount of education to which his gifts entitle him."

"Increased centralization of control by the state will mean that the state will tell us what 'opportunity' means, as it is conceived by those who happen to control the state. This might tend to limit education to the kinds of training needed for the immediate purpose of the state."

The Nobel prizewinner in literature believes it is more important that a smaller number of people should be educated well than a wider number of people should be educated to a "new illiteracy." Smaller classes and more teachers should come before we commit ourselves to providing everybody with something called education, he believes.

In discussing education for citizenship, Mr. Eliot told his audience that citizenship must be a product of a training that is not consciously aimed at anything so comprehensive and, at the same time, so narrowly defined as citizenship. Education for citizenship, he believes, is the developing of a

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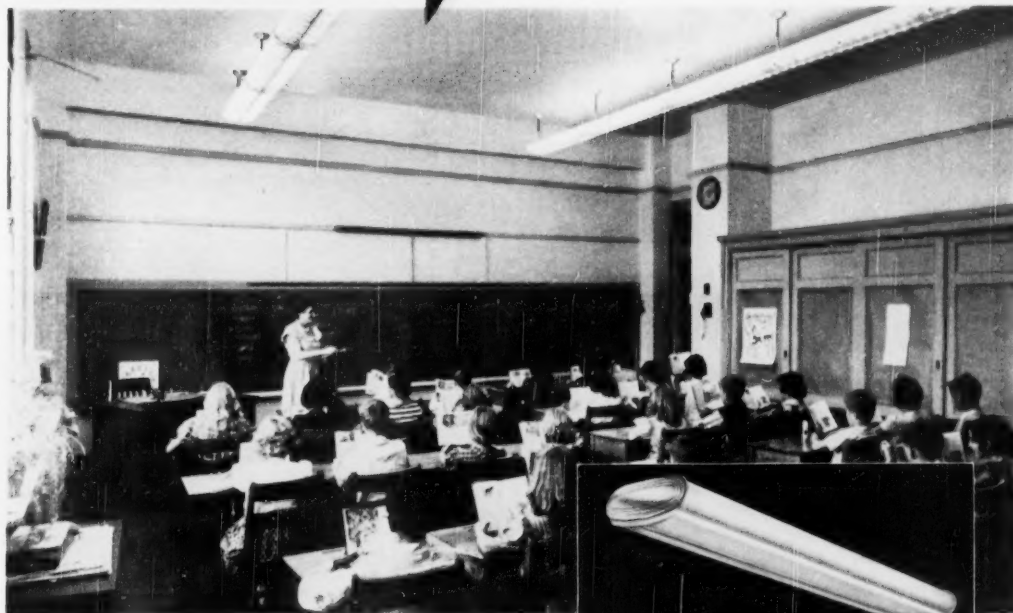
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reasonable in price and remarkably low in maintenance costs. Coated with white "Miracoat" enamel, to resist dust and dampness. Completely equipped with the famous, long-life fluorescent lamps which, tests prove, last up to 6 years in schools . . . save real money in replacements and replacement labor costs.

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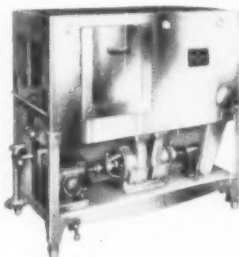


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NEWS...

social conscience. In the developing of the latent powers of the individual, it will be found that some latent powers are for good and some for evil. The good citizen turns out to be the good man.

"Public education today works toward the improvement of man as the highest of the apes but not as a man of God," Mr. Eliot asserts. "We must not pretend a theory that education can be complete which excludes religious problems."

Religion is not purely an individual matter, Mr. Eliot holds. Man of necessity must have a communal belief in something. The weakening of the religious bond in the household will leave the family reduced to the insecure bond of affection. The loss of a common religious belief among citizens will mean that the belief in religion will be replaced by a state religion or a belief in the state. As this happens, liberals will find themselves surrendering more and more of their freedom.

In any society in which there is more than one religion, there is no satisfactory way of teaching religion in the schools. The method to be used is the one that is least unsatisfactory for a particular nation or people. It must be based on compromise.

Nor can a nation postpone a decision on teaching religion in the schools until leaders in political science, philosophy and theology reach an agreement on ultimate problems. That will take place only on the far side of infinity, he declared.

Iowa Teacher Resigns in Dispute Over Communist Charges

LYNNVILLE, IOWA—Mrs. Mary E. Cassill has resigned as a teacher in the third and fourth grades in the Lynnville public schools because school authorities considered her political views close to the Communist party line.

The Lynnville Board of Education asked Mrs. Cassill to submit her resignation after a long hearing October 23 at which she pleaded her case and reviewed material on which the charges were based.

Supt. George Evans said that as far as he knew Mrs. Cassill had not attempted to indoctrinate the 9 and 10 year old pupils in her classes with any political ideas. He said he and the board regretted that it seemed necessary to ask Mrs. Cassill to resign and added: "She began here as a teacher this fall

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Chicken Noodle ● Chicken with Rice
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Clam Chowder ● Cream of Chicken

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NEWS...

and was doing a very satisfactory job, using modern methods and technique."

A Lynnville teacher complained that Mrs. Cassill urged her to read an article entitled "Revolution on the Campus" in the August issue of the magazine *Flair*. The article featured a picture of Mrs. Cassill's son, Verlin, an instructor at the State University of Iowa, leading a "revolutionary" class.

Mrs. Cassill said that the article, written by Paul Engle, English professor at the university, meant that there was

a revolution on the campus only in the sense that a greater emphasis is being placed upon the creative phase of writing in academic life.

Other publications teachers reported Mrs. Cassill urged them to read were: *In Fact*, edited by George Seldes; *Monthly Review*, which Mrs. Cassill described as "a socialistic publication"; Friends church publications, and a copy of the *Yale Review*.

The *Des Moines (Iowa) Register* quoted Supt. Evans as saying Mrs. Cas-

sill argued "that the United States had crowded Korea into war; that Russian soldiers had left North Korea, and that the United States had not permitted North Korea to have the kind of government the people wanted."

Mrs. Cassill denied this and said she had told teachers and acquaintances in Lynnville that she "did not believe we have been doing the right thing over there because of the Fascist type of government we supported in South Korea."

"I said I didn't think it was right to go in there, and fight, instead of trying to help people—that what we have done will not do any good or win any friends in Asia."

Mrs. Cassill went to Lynnville, she told school officials, because there is a strong Quaker representation in the community and for that reason she "felt I would find fellow advocates of peace."

Although she criticized the United States' rôle in Korea, Mrs. Cassill said she agreed with Henry A. Wallace, who recently stated that with the country at war the war should not be opposed.

In answer to a question, Mrs. Cassill told the school board: "I am not a Communist, and, as far as I know, I have never seen one or talked with one."

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Educational Administration Professors Tell Year's Plans

IOWACITY, IOWA.

—The National Conference of Professors of Educational Administration is to publish a bulletin summarizing the thinking of conference members to date on the preparation of school administrators.

According to Dan Cooper, associate professor of education at the State University of Iowa and chairman of the association's planning committee, "this bulletin, which will replace three previous booklets, should be helpful to persons who are interested in school administration."

Now in its fifth year of active work, the conference has undertaken several projects designed to improve the competency of the members of the conference and to provide the professional services that this organization is uniquely able to give. A Committee of Thirty is endeavoring to outline an ideal program for the preparation of school administrators.



Dan H. Cooper



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COMING EVENTS

NOVEMBER

27-30. National Council of Chief State School Officers, Washington, D.C.

28-Dec. 1. American Vocational Association, Miami.

DECEMBER

3-7. White House Conference on Children and Youth, Washington, D.C.

11-14. National School Service Institute, Palmer House, Chicago.

26-30. American Educational Research Association. Joint meeting with American

Association for the Advancement of Science Education Section, Cleveland.

28-30. National Business Teachers Association and National Association and Council of Business Schools, Cleveland.

FEBRUARY

10-14. National Association of Secondary School Principals, New York City.

10-15. Association for Supervision and Curriculum Development, Detroit, Mich.

15. Kappa Delta Pi, Atlantic City, N.J.

15-17. National School Boards Association, Atlantic City, N.J.

Meeting dates for national and regional programs

15-17. American Association of Colleges for Teacher Education and affiliated groups, Atlantic City, N.J.

16. Conference on Safety Education, Atlantic City, N.J.

16, 17. Superintendents of Schools in Cities With Populations of 100,000 to 200,000, Atlantic City, N.J.

17, 18. National Citizens Commission for Public Schools, Atlantic City, N.J.

17-22. American Association of School Administrators, Atlantic City, N.J.

18-21. Conference, N.E.A. Department of Audio-Visual Instruction, Atlantic City, N.J.

19. Winter meeting, National School Public Relations Association, Atlantic City, N.J.

19-21. N.E.A. Department of Rural Education, Atlantic City.

MARCH

22-24. Midwest Conference on Rural Life and Education, Kirksville, Mo.

27-31. North Central Association of Colleges and Secondary Schools, Chicago.

APRIL

1-4. National Conference on Higher Education, Chicago.

9-11. Great Lakes Regional Conference on Rural Life and Education, Indiana University, Bloomington.

9-14. American Association of University Women, Atlantic City, N. J.

16-20. American Association for Health, Physical Education and Recreation, Detroit.

18-21. International Council for Exceptional Children, New York City.

22-24. Midwest Conference of Community School Superintendents, Topeka, Kan.

MAY

16-20. Sixth National Conference on Citizenship, Washington, D.C.

JUNE

27-30. Palo Alto conference, N.E.A. National Commission on Teacher Education and Professional Standards, Stanford University.

JULY

1-7. National Education Association, San Francisco.

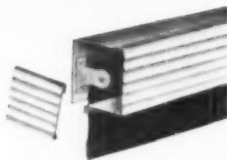
23-Aug. 17. Sixth annual N.E.A. Institute of Organization Leadership, American University, Washington, D.C.

AUGUST

26-Sept. 1. National Conference of Professors of Educational Administration, Greeley, Colo.

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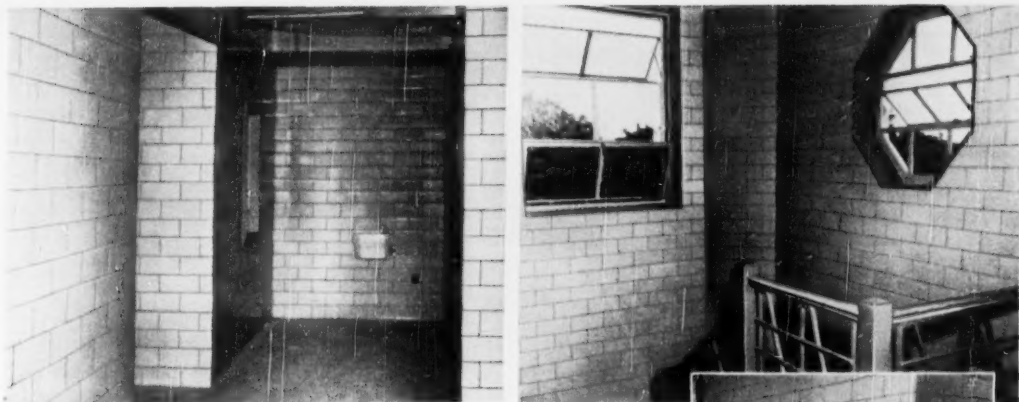
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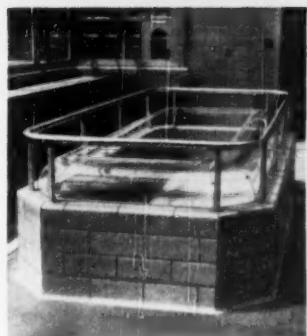
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THE BOOK SHELF

Printed publications of interest to school administrators are listed as received.

ADMINISTRATION

The Nature of the Administrative Process. With special reference to public school administration. By Jesse B. Sears, Stanford University. An attempt to find a more fundamental basis than we now have for the criticism and improvement of administrative practice. McGraw-Hill Book Co., Inc., 330 W. 42d St., New York 18. Pp. 328. \$5.

Leadership in American Education. Proceedings of the Cooperative Conference for Administrative Officers of Public and Private Schools, Northwestern University and the University of Chicago, 1950. Volume XIII. Compiled and edited by Alton F. Greer, chairman, department of education, University of Chicago. The University of Chicago Press, Chicago 27. Pp. 187. \$3.25.

Statistics of State School Systems, 1947-48, Chapter 2. Prepared by David T. Blase, specialist in educational statistics, with the assistance of Anne D. Guerin, survey statistician. Biennial survey of education in the United States, 1946-48, by the U.S. Office of Education. Order from U.S. Government Printing Office, Washington 25, D.C. Pp. 117. 30 cents.

The College Board. Its First Fifty Years. By Claude M. Fries, chief custodian of the College Entrance Examination Board. Includes a history of the board and an appraisal of its present

status and its future program. Columbia University Press, 2960 Broadway, New York 27. Pp. 222. \$2.75.

A Study of the Elementary-School Principals in Kentucky. By Lyman Vernon Ginger. Bulletin of the Bureau of School Service, College of Education, University of Kentucky. Vol. XXII, No. 4, June 1956. Pp. 144.

AUDIO-VISUAL

Movie Projectors in Public High Schools. By Seelye Reid, assistant chief, visual aids to education, U.S. Office of Education. Pamphlet No. 109. Report on a 1949 survey of projectors in high schools, and an interpretation of the findings. Order from U.S. Government Printing Office, Washington 25, D.C. Pp. 16. 15 cents.

HIGHER EDUCATION

How to Pass College Entrance Tests. By Allison S. Peters. Describes all tests given by all the colleges of the United States and provides study material for each test, sample questions and answers, practice tests and suggestions on how to prepare for each test. Arco Publishing Company, 480 Lexington Ave., New York 7. Pp. 192. \$2.50.

PUBLIC RELATIONS

Preparing Your Child for School. By Hazel F. Goldard, specialist for extended school services, U.S. Office of Education. Pamphlet No. 108. Planned as a guide to help parents better understand the responsibility of the home in guiding the child's early learning experiences. Order from U.S. Government Printing Office, Washington 25, D.C. Pp. 23. 15 cents.

TEACHING METHODS

A New Look at Life Adjustment Education. Contributions of practical arts and vocational education to life adjustment education. Published by the American Vocational Association, Inc., 1416 Vermont Ave., N.W., Washington, D.C. Pp. 48. 25 cents.

Sex Education as Human Relations. By Lester A. Kirkendall, associate professor of family life education, school of home economics, Oregon State College. A guidebook on content and methods for school authorities and teachers. Inor Publishing Co., 287 4th Ave., New York. Pp. 251. \$4.50.

Elementary-School Student Teaching. By Raleigh Schorling and G. Max Wingo, associate professor of education and principal of the University Elementary School, School of Education, University of Michigan. McGraw-Hill Book Company, Inc., 330 W. 42d St., New York 18. Pp. 452. \$3.75.

OF GENERAL INTEREST

The Case for Conservatism. By Bernard Lande Cohen, a Canadian lawyer. Intended, according to Mr. Cohen, "as an answer to the propaganda of Marxism . . . and as a contribution to the war for the minds of men that is currently in progress." Exposition Press, 386 4th Ave., New York 16. Pp. 143. \$3.

United States Civil Defense. Executive Office of the President, National Security Resources Board. A plan for organizing the civil defense of the United States. N.S.R.R. Doc. 128. Order from U.S. Government Printing Office, Washington 25, D.C. Pp. 162. 25 cents.

High School Handbook. By Margaret E. Bennett, consulting psychologist, city schools, Pasadena, Calif. Planned to help newcomers orient themselves and older students take full advantage of their high school opportunities. Life Adjustment Booklet, Science Research Associates, Inc., 228 S. Wabash Ave., Chicago 4. Pp. 48.

The NATION'S SCHOOLS



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NAMES IN THE NEWS SUPERINTENDENTS...

Lewis A. Wilson, acting state commissioner of education for New York State, has been appointed commissioner to succeed Francis T. Spaulding, who died March 25. Dr. Wilson was appointed specialist in vocational



L. A. Wilson

education in the state education department in 1911; subsequently he was appointed director of vocational education, assistant commissioner of education, and deputy commissioner. James E. Allen Jr. has been appointed deputy commissioner. Dr. Allen, formerly executive assistant to the late Commissioner Spaulding, had been acting deputy commissioner under Dr. Wilson.

Joseph B. Guckey, superintendent of schools at Stephenson, Mich., has been appointed to the commission that is pre-

paring the American Association of School Administrators' 1952 yearbook on the superintendency of schools to fill a vacancy.

Regina C. M. Burke has been reelected associate superintendent of schools for New York City.

Herbert C. Clish has been reelected superintendent of schools at San Francisco for a four-year term, at an increased salary of \$20,000 a year.

Vernon W. Evans has announced that he will retire as superintendent of schools at Saugus, Mass., Sept. 1, 1951, for reasons of health. At that time he will have completed 30 years of service in the Saugus schools.

J. E. Smith, superintendent of schools at Buffalo Center, Iowa, for the last 20 years, is now superintendent of schools for Palo Alto County, Iowa.

Kenneth E. Catron has signed a two-year contract to assume the superintendency of the Keya Paha County High School, Keya Paha County, Nebraska, next September. He now is superintendent of schools at Stratton, Neb.

Donald S. Dow, junior high school principal at Hopedale, Mass., since 1944, has been appointed assistant superintendent of Hopedale schools.

Arne Johnson is the new superintendent of schools at Alsen, N.D.

Clifford M. Sherk, formerly superintendent of schools at Walnut, Kan., now is superintendent at Halstead, Kan.

Richard W. Slusher is the new superintendent of schools at Midway, Ky.

F. J. Moore is now superintendent of schools at Farmersburg, Iowa.

Thomas H. Whitley, principal at Morven, N.C., for the last two years, is the new superintendent of schools for Caswell County, North Carolina. He succeeds Holland McSwain, who resigned to accept a public relations position with Flora McDonald College at Red Springs, N.C.

Walter T. Pulsifer, superintendent of Maine School Union 9 for four years, has been elected superintendent of Massachusetts School Union 66, composed of the towns of Boylston and West Boylston, for three years.

PRINCIPALS...

Lloyd Power, for the last nine years a member of the personnel department of the corps of army engineers, now is high school principal at Henryetta, Okla.

Henry C. Jensen is the new high school principal at Greeley, Colo. He formerly was in the high school depart-



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NEWS...

ment of supervision of the Nebraska State Department of Education.

C. B. Cleaver, principal of Norwood View School, Norwood, Ohio, has been appointed director of the east central district of the Department of Elementary School Principals of the National Education Association. This area includes the states of Ohio, Kentucky, West Virginia, Indiana and Michigan.

Clinton Jackson, formerly high school principal at Hall Summit, La., now has a similar position at Coushatta, La.

John O'Regan, supervisor of high school methods at Jersey City, N.J., also has been appointed to succeed **Thomas H. Quigley** as principal of Lincoln High School there. Mr. Quigley retired because of ill health.

J. Harold Ripton, director of admissions at Union College, Schenectady, N.Y., has been appointed supervising principal of schools at Fonda, N.Y. He succeeded the late **N. Russell Redman**.

John T. Conrad, principal and coach of the academy at Westford, Mass., for

the last four years, became high school principal at Chelmsford, Mass., November 1.

Margaret Walsh, formerly a teacher in the high school at Sayreville, N.J., has been appointed principal of the school.

John H. Lawrence has assumed duties as high school principal at Okemah, Okla., succeeding **Capt. Russell R. Lipe**, who went into service with the 45th Infantry Division. Mr. Lawrence has been a teacher in the Okemah schools.

Robert Scott, supervising principal at Muscoda, Wis., for the last three years, has accepted a similar position at Randolph, Wis. He formerly was supervising principal at Cuba City and Frederic, Wis.

N. H. Wittner, formerly assistant principal of the high school at Austin, Tex., has been named high school principal. He succeeds **T. P. Baker**, who has been named director of instruction for the Austin schools.

OTHERS...

C. Gordon Higgins has resigned as principal of Washington-Henry High School at Atlee, Va., to accept a position as assistant supervisor of secondary education in the Virginia State Department of Education.

Frederick C. McLaughlin, educational director of the Public Education Association since 1946, has been appointed director of the association.

IN THE COLLEGES...

L. D. Haskew, dean of the University of Texas College of Education, has been elected a member of the national Educational Policies Commission by the executive committees of the National Education Association and the American Association of School Administrators. His four-year term will begin January 1.

John A. Perkins, assistant provost and professor of political science at the University of Michigan, has been elected president of the University of Delaware.

O. C. Aderhold is the new president of the University of Georgia, succeeding **Jonathan C. Rogers**, who retired. Dr. Aderhold formerly was dean of the university's college of education.

DEATHS...

David E. Weglein, former superintendent of schools in Baltimore, died recently. Dr. Weglein was superintendent at Baltimore from 1925 to 1946, when he retired. He had been a member of the public schools' faculty since 1897.

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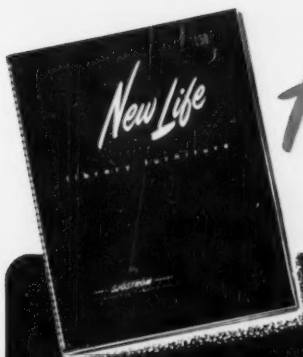
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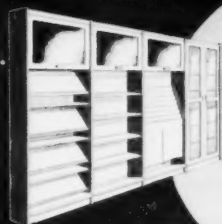


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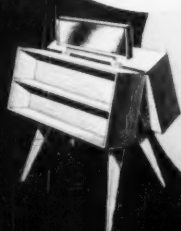


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SHAW FINGER PAINT—2 pts. ea.—Red, Green, Blue— 1 pt. ea.—Yellow, Brown, Black	per class
CLAYOLA MODELING CLAY—10 pounds	per class
BUILDING BLOCKS—Large—1 set	per class
ARTISTA BRUSHES—Large No. 11—1 doz.	per class
SCISSORS—Small—1 doz.	per class
FIRMA GRIP PASTE—2 quarts No. 321F	per class
PAPER— Plain—2 Reams Cream Manila—12x18	per class
2 Reams News Print—16x24	per class
Colored—200 Sheets Ass't.—12x18	per class
Finger-Paint Paper—200 Sheets—16x22	per class



FOR 4th, 5th and 6th GRADES

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B&S No. 400 COLORED CHALK CRAYONS— 1 gro. box—Ass't. Colors	per class
ARTISTA TEMPERA OR POWDER PAINT—1 pt. ea.—Red, Yellow, Blue, Green, Magenta, Turquoise, Blue, Brown, Black, and 2 pts. White	per class
ARTISTA WATER COLORS—8 Colors 1 box No. 98 or No. 99	per pupil
SHAW FINGER PAINT—1 pt. ea.—Red, Green, Blue, Brown, Black, and 1/2 pt. Yellow	per class
CLAYOLA MODELING CLAY—10 pounds	per class
FIRMA GRIP PASTE—2 quarts No. 321F	per class
ARTISTA BRUSHES—Large No. 11—1 doz.	per class
SCISSORS—1 doz.	per class
PAPER—Plain—2 Reams Cream Manila—12x18	per class
2 Reams News Print—16x24	per class
Colored—200 Sheets—Ass't. Colors—12x18	per class
Finger-Paint Paper—200 Sheets—16x22	per class
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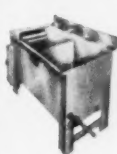
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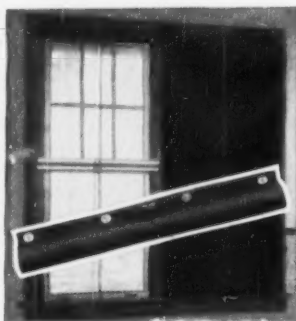
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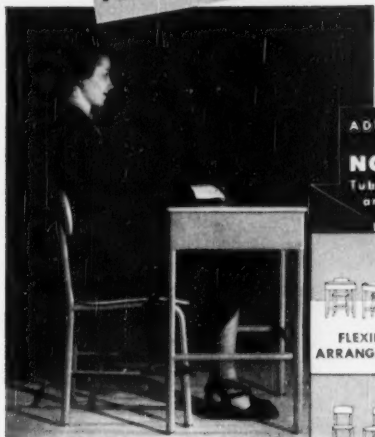
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TUBULAR DESKS and CHAIRS



ADVANTAGES OF NORCOR Tubular Desks and Chairs



FLEXIBLE
ARRANGEMENT



CHAIRS CAN BE
USED INDEPENDENTLY



MINIMUM
FLOOR SPACE



FREEDOM FOR
FOOT MOVEMENT



LIGHTWEIGHT
EASILY MOVED

Growing bodies entrusted in your care need all the assistance you can give them to grow straight and strong. NORCOR Tubular Desks and Chairs are not only built to withstand the rigors of daily classroom use, but are also designed for good posture with comfort—so that pupils sit at ease and alert—receptive to the task at hand.

These sturdy units combine maximum strength with light weight, permitting flexible informal classroom seating arrangements, as well as ease of movement for floor cleaning purposes. They are built in a complete range of sizes.

FREE—Circular describing good posture requirements of school seating with description of Norcor Line of school seating.

The NORCOR Line

Twenty Five Years of Good Seating
NORCOR MANUFACTURING CO. • GREEN BAY • WISCONSIN

For easier, faster training

ATKINS JR. LINE!

Jr.-65 High speed "Silver Steel"—straight back, Perfection Pattern, apple wood handle eliminates wrist strain—Junior edition of one of the most famous saws in the world — Atkins No. 65.



Jr.-6 Special steel, tempered and 2 gauge taper ground—straight back—air dried beech handle, cherry stained Perfection Pattern handle—a real precision instrument.



Jr.-4 Special quality steel, tempered with one gauge taper grind—straight back—Perfection Pattern handle of selected, air-dried beech—a long lasting, dependable saw!



Jr.-2 Special steel, tempered, flat-ground blade—straight back with Perfection Pattern handle of selected, air-dried beech—a great saw for students and adults alike!



Jr.-3 Back Saw

Expertly tempered special steel for long-wearing, stay-sharp qualities—fully lacquered beech handle—filed and set, ready for use, not only by students, but their fathers as well.

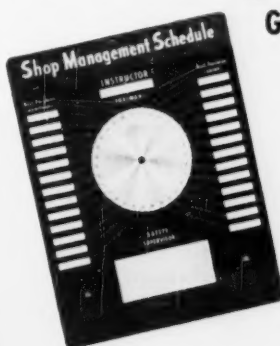


Jr.-5 Keyhole Saw

—Special rounded end for safety in the school shop!—Fully lacquered plain beech handle—perfectly tempered, flat-ground blade—Atkins quality through and through!



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• Instructors all over the country are enthusiastic about the new Atkins School "Shop Management Schedule!"... Use it to simplify your work—to keep students alert. You can have it at OUR cost—only \$2.50 with your order for school shop equipment. But get your order in early—our supply is limited!



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High spirits . . . horseplay . . . jostling—typical school cafeteria. But schools that use KYS-ITE Trays and Tableware don't worry.

KYS-ITE, the different kind of plastic, can "take it." KYS-ITE is almost unbreakable . . . won't shatter . . . tough to chip or crack. Quieter, too . . . never clashes or clatters. And easier to handle and keep clean. KYS-ITE's colorful beauty won't fade when sterilized in boiling water or washed with regular dishwashing compounds. Its color is part of the plastic itself . . . not just a surface finish.

KYS-ITE offers a range of round and rectangular serving trays—also the famous KYS-ITE "Meal-in-One" Plate. This 3-partition plate holds a meal plus beverage yet is so light a small child carries it easily.

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" 'Tis a far cry from the discomfort of the old straight, backless wooden benches suffered by my pupils to the comfort and beauty of this newest 'study unit' offered by Beckley-Cardy."

**Outstanding Features of the D7000
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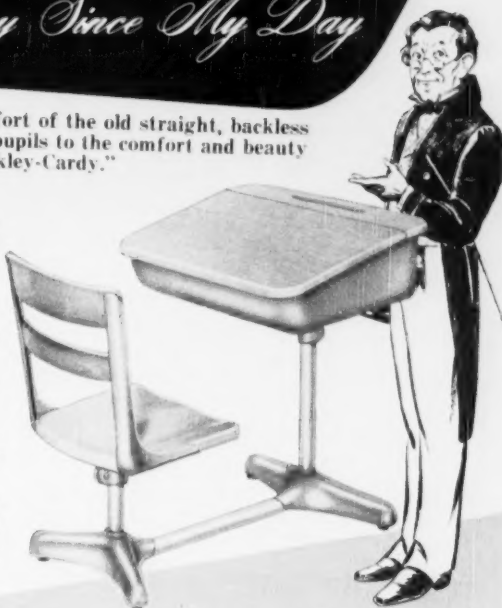
Long Life—All steel frame. Solid selected maple woods.

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Easy Adjustment—Both desk and chair heights adjust to pupil's needs.

Flexibility—Heavy enough to be secure—light enough to move for cleaning or group teaching.

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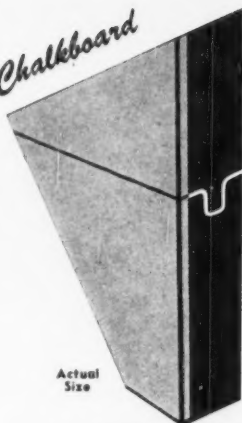
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- Applies the cleanser, scrubs, rinses if required, and picks up in ONE operation (vacuum performs quietly)
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Now the labor-saving advantages of combination-machine-scrubbing are available to small as well as larger buildings. The new 418P Finnell Scrubber-Vac cleans floors in approximately one-third the time required with a conventional 15 or 18-inch polisher-scrubber using separate equipment for picking up. A Finnell Scrubber-Vac speeds cleaning by handling four operations in one! It applies the cleanser, scrubs, rinses, and picks up (damp-dries the floor) — all in a single operation.

The new 418P Scrubber-Vac can be used for the dry work (polishing, et cetera) as well as the scrubbing. And all the refinements of Finnell's larger combination machines are embodied in this smaller unit. Has 18-inch brush ring.

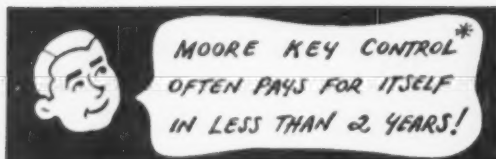
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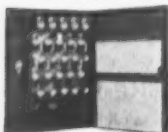
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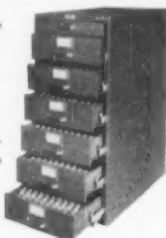
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The One All-Purpose Cleaner
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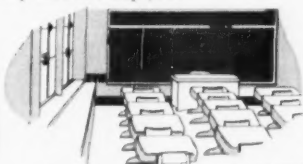
Cleans and preserves floors, woodwork in one easy application. No rinsing. Leaves lustrous, slip-resistant surface.

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Can Your Cafeteria Be Sure of Clean Dishes?

The chances are No—unless the management is following recommendations and using equipment as outlined by the National Sanitation Foundation. This study shows proper scrapping and pre-washing of dishes are essential to proper dish sterilization in the dishwashing machine. It is obvious that mouth diseases, the common cold, etc., are easily transferable through unsterilized tableware in public and institutional eating places. For your own satisfaction check your school cafeteria today. If scrapping and pre-washing of dishes are practiced haphazardly or not at all—get in touch with us concerning the widely recognized Salvajor Scrapping and pre-wash Machines. It has been our pleasure to serve many officials of public and private institutions in the matter of better, lower cost dishwashing.

The Salvajor Co., Kansas City, Mo.

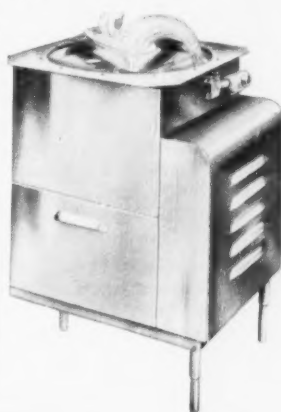
SALVAJOR SCRAPPING & PRE-WASH MACHINE

Scraps and pre-washes tableware in one motion—prevents loss of silverware in food scraps—catches food scraps in special container and reduces food scraps volume by approximately 50%.



SALVAJECTOR SCRAPPING PRE-WASH & DISPOSAL MACHINE

Performs identically the same functions as the Salvajor Machine, except food scraps are shear cut and disposed through the drain as flowing liquid. Both machines fit any standard scrapping table.



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Churchill's amazing new C-M-C Concentrate offers everything you want and need in a cleaner. Because it is produced in a highly concentrated liquid form (without the usual large quantity of filler), a little goes a long way. In other words, C-M-C Concentrate is practically *all* active cleanser which may be diluted many more times than ordinary detergents . . . and you do not have to pay shipping charges on worthless filler. That spells real economy!

C-M-C Concentrate functions equally well in hard or soft water. It forms immediate suds and reduces surface tension of the water, freeing dirt particles and making cleaning much easier. Either hot or cold water becomes "wetter" when C-M-C Concentrate is added, resulting in deeper penetration and faster dirt removal. Such qualities make it an ideal general cleaner and neutralizer . . . yet it is mild and harmless (contains no acids or alkalies), safe to use on any surface.

You'll be wise to try Churchill's C-M-C Concentrate soon. Once you use this C-M-C Concentrate, it will always be on your list of "necessary supplies". Call your Churchill distributor or representative, or write . . .

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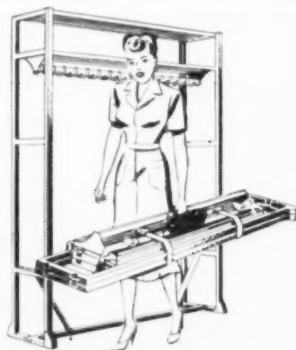
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Goes anywhere. Is set up in a minute without bolts, nuts or tools. Holds 32 coats and hats on double hooks which can be instantly replaced with coat hangers. Stores like folding chair when not in use. Ideal for lunch rooms, class rooms, for holding laboratory or shop clothes, drying athletic gear, storing vestment, band uniforms, etc. (When shelf-bar is assembled at top position it takes longest garment bags.) Rigid in use. Welded steel, baked enamel finish.



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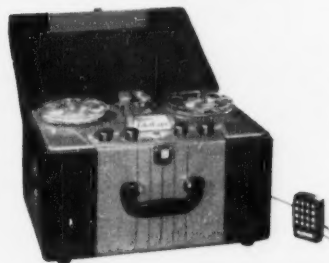
What's New FOR SCHOOLS

DECEMBER 1950

Edited by BESSIE COVERT

TO HELP YOU get more information quickly on the new products described in this section, we have provided the postage paid card opposite page 136. Just circle the key numbers on the card which correspond with the numbers at the close of each descriptive item in which you are interested. The NATION'S SCHOOLS will send your requests to the manufacturers. If you wish other product information, just write us and we shall make every effort to supply it.

Portable Tape Recorder



The Ekotape Plamate is a new portable tape recorder having $3\frac{1}{4}$ inch per second tape speed and twin track recording which gives two hours of playing time with a 7 inch reel or one hour playing time with a 5 inch reel. The unit is small, light in weight and easy to handle. It is easily operated with one central control selecting tape speed and direction. A separate record-playback control eliminates the possibility of accidental erasing. It comes complete with microphone, cord and one 5 inch reel of tape in an attractive carrying case. You may recognize the illustration as your editor used it incorrectly last month. We apologize! Webster Electric Co., Dept. NS, Racine, Wis. (Key No. 772)

Wall Sealer

The problem of painting dry wall construction can now be solved with the new pigmented wall primer-sealer recently introduced after ten years of research. Designed for interior walls of plaster and masonry or composition wall-board, the new product is said to seal with one coat even highly porous surfaces. It can also be used as an undercoat in refinishing work or as a primer coat for combination masonry and plaster and wood. It is made in a non-blued white but can be tinted. Devoe & Reynolds Co., Inc., Dept. NS, 44th and First Ave., New York 17. (Key No. 773)

Royal Portable Typewriter

The 1951 Royal Portable Typewriter is available in two new models, the new

Quiet DeLuxe and the Arrow. Both models have several important features, among them the new "Magic" Margin system for both left and right margin, operated by convenient new black plastic control buttons. The machines have a new plastic key Speed King Keyboard which is identical with the Royal office typewriter in positioning of letter keys and control keys and in all dimensions, including key size and slope. This permits easy transition by students and others from the standard to the portable machine.

Triple spacing, an adjustable paper support, "Picture Window" writing line visibility, a paper lock scale synchronized with all other scales on the typewriter, and redesigned, larger carriage control levers are other improvements on the portable models. An Automatic Carriage Centerizer automatically moves the car-



riage to center position as the lid of the new Contour Case is closed. The case is a tapered, tweed-patterned luggage-type carrier. The curved surfaces increase both durability and attractiveness. Royal Typewriter Co., Inc., Dept. NS, 2 Park Ave., New York 16. (Key No. 774)

Automatic Stacker

The heavy duty, electrically driven Model 450 mimeograph is now equipped with an automatic stacker. A combination receiving tray and copy stacker, the mechanism stacks copies precisely in the receiving tray, making them ready for wrapping, padding or delivery to folding equipment. When copies are to be mimeographed on both sides, the paper stack can be removed from the receiving tray and immediately loaded on the feed table as a result of the automatic stacker. A. B. Dick Co., Dept. NS, 5700 W. Touhy Ave., Chicago 31. (Key No. 775)

Dishwasher Heating

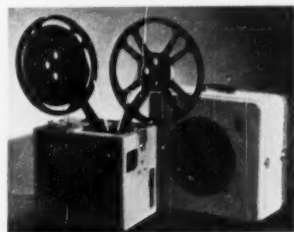
New Chromalox electric heating elements are now available for the line of Kewanee dishwashers. Of the immersion type, the elements are designed for use in installations where gas is not available or where electric heating is more practical.

The new elements are 230 V. AC or DC, are adaptable to both the standard dishwashers and the pre-wash machines, and are equipped with thermostatic control. Kewanee Industrial Washer Corp., Dept. NS, Kewanee, Ill. (Key No. 776)

Sovereign Projector

The Victor Sovereign is one of three new 16 mm. sound motion picture projectors recently introduced. Known as the Model 60-25, the Sovereign is a two-case unit designed to meet all requirements for portable projection equipment. The amplifier in the new model is capable of handling large auditorium and outdoor requirements and has a reserve gain ample to maintain normal output under line voltage conditions as low as 90 volts.

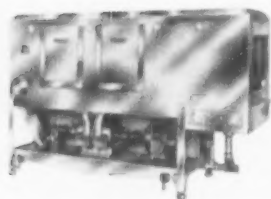
The Sovereign introduces advancements in optical design as well as 12 mechanical innovations. The 12 inch speaker comes in a separate case and both projector and speaker are housed in non-resonant tempered aluminum cases with two-tone sage green wrinkle finish. The unit, in addition to the innovations, also offers the safety-film trips, 180 degree swing-out lens and other standard Victor



projector features. Victor Animatograph Corp., Div. of Curtiss-Wright Corp., Dept. NS, Davenport, Iowa. (Key No. 777)

Autosan Dishwashing Machines

Three new Colt Autosan dishwashing machines are now available with built-in pre-flush chambers to eliminate hand scrapping of soiled tableware. Autosan



Models RC-20, R-30 and R-40 have the pre-flush spray which is operated through a lever-controlled valve by the passage of dish racks at the loading end of the machine. A large capacity drawer scrap tray is provided for easy cleaning of food waste. Sixteen nozzles, eight above and eight below, housed in the hood extension at the loading end of the machine comprise the pre-flush spray. Time, labor and space are saved with the pre-flush unit as an integral part of the machines.

The pre-flush machines have both the standard left to right feed drive and reverse right to left feed drive. A dial type flush-mounted thermometer is furnished for each tank and one each for the pre-wash and sanitizing sprays. Machines are constructed of polished stainless steel with adjustable feet for proper alignment. The conveyor is of the heavy roller chain type equipped with lugs for positive rack propulsion. Vertical sliding, leakproof doors at the front of the hood provide easy access to the interior and all working parts can be easily removed without the use of tools. The three machines provide capacities ranging from 2400 to 6000 dishes per hour. Colt Manufacturing Co., Dept. NS, Hartford, Conn. (Key No. 778)

Cork Center Softball

The new Voit JC12 is a cork center, cord wound, rubber covered 12 inch softball designed as a companion to the Voit kapok center C112 Official Softball. The new softball was developed to give users a choice of kapok or cork centers as the balls are otherwise comparable in price and performance characteristics. The new ball was subjected to extensive tests before being added to the Voit line. W. J. Voit Rubber Corp., Dept. NS, 1600 E. 25th St., Los Angeles 11, Calif. (Key No. 779)

Business Machines

Announcement has been made of several new and improved products in the line of business machines offered by In-

ternational Business Machines Corporation. These include a card verifier which incorporates automatic verification and signals the operator when it has detected an improperly punched card; a dual-feed carriage for simultaneously preparing two closely related documents requiring different form spacing; a light-weight electric time stamp which can be applied to any surface on which an imprint is desired; a new electric forms-writer with complete operating controls for typing continuous fanfold or open-web forms with speed; a new electric typewriter with decimal tabulation to facilitate typing columns of figures, and two new type faces for the executive model of the IBM electric typewriter. International Business Machines Corp., Dept. NS, 590 Madison Ave., New York 22. (Key No. 780)

Portable Electric Hedgeshear

A new trimmer, Model 103, is now available in the line of portable electric Hedgeshear. Known as the improved Hedgeshear, the machine has been redesigned for easier handling, better cutting and longer service. It provides vibrationless chain action and two-sided cutting, thus permitting cutting in either direction and increasing speed of operation. The new unit has a polished aluminum alloy housing, cool plastic handle positioned for balance and a sturdy, durable motor. The Porter-Cable Machine Co., Dept. NS, Syracuse 8, N. Y. (Key No. 781)

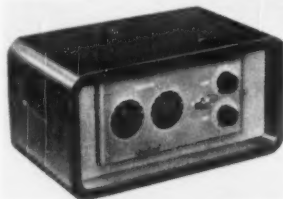
Colored Drawing Ink



A new 8 color assortment in a special box is now available in Higgins American Waterproof Drawing Ink. The ink is provided in small, trial sized bottles which feature translucent polyethylene stoppers through which the color in each bottle may be seen. The company announces that this is the first time Higgins has bottled its colors in smaller than their standard 1/4 ounce desk size and the first time the plastic stoppers have been used. Higgins Ink Co., Inc., Dept. NS, 271 Ninth St., Brooklyn 15, N. Y. (Key No. 782)

"Green Gem" Amplifier

The first of a new series of P.A. amplifiers in the "Green Gem" line is the Rauland Model 1916, rated 16 watts at 5 per cent or less harmonic distortion,



20 watts peak output. The new model provides 2 microphone inputs, 1 phonograph input, electronic mixing and fading on all inputs, and tone control.

Styling of the new "Green Gem" line is modern. The outer case, ruggedly constructed, is finished in dark-green hammerloid in a smooth, hard, dust-free surface. The control panel is finished in metallic bronze, set in a perforated aluminum finish front section. Rauland-Borg Corp., Dept. NS, 3523 Addison St., Chicago 19. (Key No. 783)

Lens Cleaner

A new scientific lens coating and cleaning agent is offered in Ozicote. The product is pressure-packed in small steel cylinders which fit into a patented chrome plated dispenser. It is designed to clean even the most stubborn dirt and grease from any type of lens and to fill in microscopic surface scratches and abrasions, leaving a lasting silicone film to help protect the surface of the lens. Ozicote is formulated so that all but the active ingredients evaporate quickly, permitting cleaning and polishing of lenses immediately. Woodlets Incorporated, Dept. NS, Portland, Pa. (Key No. 784)

Regional Relief Map

A second edition of the plastic relief map of Northeastern United States is now available. Bounded by Rochester, New York and Sanford, Maine, at the north and by Roanoke, Virginia, at the south, the map extends from about 36 to 43 degrees latitude and from 68 to 78 degrees longitude. It is formed in durable, washable Vinylite plastic and graphically shows the relation of the land and submarine topography of the northeast coast. It is lithographed in six colors to indicate the various features, is grommeted at the top so that it can be hung easily from three small nails and weighs only 1 1/2 pounds. Aero Service Corp., Dept. NS, 236 E. Courtland St., Philadelphia 20, Pa. (Key No. 785)

Steel Seating

The Griggs Airliner series is a new line of quality tubular steel school furniture recently introduced. The line includes single pupil tables, four sizes



of individual tubular chairs and two-pupil wing table-desks.

All furniture in the new line has tubular frames welded into a sturdy unit that is rigid and firm. Metals are finished in baked enamel. Woods are finished in three coats of durable lacquer, hand sanded after each coat. Large rubber mounted steel glides are permanently fixed in the tubular legs to eliminate noise. Griggs Equipment Co., Dept. NS, Belton, Tex. (Key No. 786)

Colored Rubber Mat

Ezy-Tred is a new colored rubber link mat designed for use in entrances, lobbies and corridors. The link size is $\frac{1}{4}$ inch wide by $1\frac{1}{8}$ inches long. The links are woven on a framework of rust-resisting galvanized spring steel wire. Corrugations in the links act as a scraping surface to remove dirt from foot traffic.

Ezy-Tred links are made in several colors for mats of varied pattern or design. The mats provide a traffic silencer and afford a high safety factor in preventing slipping and falling. American Mat Corp., Dept. NS, 1717 Adams St., Toledo 2, Ohio. (Key No. 787)

Maintenance Utility Cart

Maintenance or housekeeping duties can be facilitated with the new institutional cleaner's utility cart No. 2 recently developed. A light weight, highly flexible cart for general use, it is made of metal tubing with heavy gauge galvanized metal shelves. Attached to the end is a large bag which can be easily emptied and laundered after use.

The cart has a large general section with holders for 6 brooms or cleaners and 2 brushes and three small shelves for carrying attachments, cleaning fluids, soaps, rags, paper towels, toilet and bathroom requirements, plumbing and electrical supplies and tools or other equipment desired. The cart is inexpensive, is mounted on rubber wheels and has rubber bumpers. Gennett & Sons, Inc., Dept. NS, Richmond, Ind. (Key No. 788)

Hartshorn Plastic Window Shade

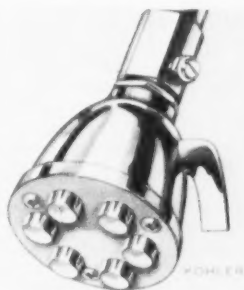
Made of vinyl film, the new Hartshorn Plastic Window Shades are washable, colorfast, waterproof, insectproof, fire resistant and will not crack, fray or pin-hole. The shades have been field tested and are available in white, ivory, beige and green. Sizes include 36 inch by 6 feet and 36, 42 and 48 inch by 7 feet. The Stewart Hartshorn Co., Dept. NS, 250 Fifth Ave., New York 1. (Key No. 789)

Portable 3-Speed Phonograph

A new portable, 3-speed high fidelity phonograph has been announced featuring the "Polyphonic Selector." Known as the "Recitalist," the machine plays records up to 16 inches, features fine tonal qualities and is offered at a moderate price. The natural resonances of amplifier, speaker and speaker enclosure are carefully compensated to avoid undesirable reverberations and provide natural tonal quality whether at full volume in an auditorium or in a small room at the lowest tone.

The "Recitalist" is flexible, as a microphone input permits "mixing" live music or voice with recordings. It can also be used as a public address system and as a broadcast receiver. The turntable is of aluminum with 78, 45 and $33\frac{1}{3}$ r.p.m. speeds. The unit is contained in a durable gray leatherette case. Rek-O-Kut Co., Inc., Dept. NS, 38-13 Queens Blvd., Long Island City, N. Y. (Key No. 790)

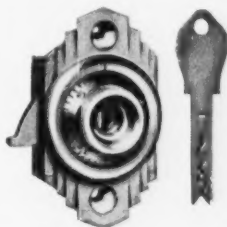
Shower Head



The new Kohler shower head is a multi-spray, self-cleansing unit, $3\frac{1}{4}$ inches in diameter. Each of the six clock-set plungers on the face delivers eight separate streams. Spray can be altered to fine, normal and "flood" conditions by the easily accessible control handle on the sleeve. The exposed screwdriver type regulator permits quick adjustment of volume and the head can be set as desired by means of a swivel joint. Kohler Co., Dept. NS, Kohler, Wis. (Key No. 791)

Locker Lock

Combinations can be changed on the new master-keyed, built-in locker lock S-540 in a matter of seconds. A special reset key is inserted in the lock and the



combination set to a new series of numbers with one turn of the dial. The locking cylinder and the master key are patented features. The master key cannot be duplicated on commercial key making machines. Dudley procedures in assigning and registering the master keys are designed for safety.

The S-540 is self locking. When the locker door is closed, the dial spins away from the last combination number and all tumblers are disarranged. Forty dial divisions provide for 64,000 possible three-number combinations. The lock is available for right or left hand locker doors and the steel escutcheon plate fits all locker piercings. Dudley Lock Corp., Dept. NS, 570 W. Monroe St., Chicago 6. (Key No. 792)

Office Machine Stand

An office machine stand that can be locked to the floor by turning a lever is now available. When the lever is raised, the DeLuxe Cramer Office Machine Stand can be rolled silently on ball bearing casters to any desired location. When a heavy machine is placed on the stand and it is locked to the floor, the stand is firm and solid and cannot be swayed or tipped. It will hold office machines of any weight, is ruggedly constructed of steel and aluminum and is finished in gray, green or brown baked enamel.

The locking feature is achieved through a safety dome. When the lever is turned, the casters are retracted, leaving the stand resting upon the domes. Rubber extrusions on the bottom edge of the domes secure the stand to the floor in working position. When the lever is raised, it can elevate a 300 pound machine on the stand as readily as a typewriter. The stand has a machine holder and guard rail for securing the machine firmly. It is adjustable to any size machine. The stand is 38 by 17 inches when the two drop leaves are extended. The center panel of the top is 20 by 17 inches. Cramer Posture Chair Co., Inc., Dept. NS, 1205 Charlotte St., Kansas City 6, Mo. (Key No. 793)

Product Literature

- The new Peabody catalog of school furniture recently released by The Peabody Seating Company, Inc., North Manchester, Ind., offers a comprehensive display of the Peabody line. The cover is attractively designed with line sketches in white on color. Entitled "Peabody . . . Plus Values," the catalog is printed in three colors and contains illustrations of and full descriptive information on movable desk and seat units, tablet arm chairs, steel frame table and chair units, kindergarten furniture, auditorium seating, folding chairs and stadium chairs. (Key No. 794)
- Reference data on Marlite plastic-finished wall panels, together with color reproductions of the new wood and marble Marlite patterns, are given in a **Color Folder** released by Marsh Wall Products, Inc., Dover, Ohio. Those planning to install a new interior or to remodel with plastic finished wall panels will find this handy guide most helpful. Typical Marlite installations are shown in the folder together with information on various panel sizes. (Key No. 795)
- The complete line of **Mills Compressors and Condensing Units** is illustrated and described in a revised 60 page **Catalog 2041** released by Mills Industries, Inc., 4100 Fullerton Ave., Chicago 39. Charts, drawings, illustrations and descriptive text on air-cooled $\frac{1}{2}$ to 3 h.p., water-cooled $\frac{1}{2}$ to 10 h.p., and combination air and water-cooled $\frac{1}{2}$ to 3 h.p. units are presented to assist in the proper selection of units for cooling, refrigeration and air conditioning. (Key No. 796)
- Information regarding the uses of U.S.P. Glycerine in handling and preparation of many types of foods and beverages is given in a booklet, "Why Glycerine for Foods?" recently released by the Glycerine Information Service, Dept. PR, 295 Madison Ave., New York 17. Those responsible for school feeding will be interested in the new 20 page work which outlines the general reasons for glycerine's use in many foods and food products. (Key No. 797)
- Available films and related aids on human relations and supervisory practices are discussed in a descriptive catalog recently released by Film Research Associates, 135 W. 52nd St., New York 19. Entitled "Guide to Motion Pictures, Slidefilms and Recordings for Improving Human Relations and Supervisory Techniques," the catalog gives details on 144 syndicated and special purpose audio-visual training aids and has a preface on effective use of these methods. The Guide is available at \$1.50 a copy. (Key No. 798)
- A new 16 mm. sound motion picture entitled "Scientific Floor Sealing" is available from Huntington Laboratories, Inc., Huntington, Ind. It is offered on a loan basis, at no cost, to maintenance staffs and describes and illustrates step-by-step scientific methods for sealing and caring for wood floors. (Key No. 799)
- The problems involved in buying lighting equipment are discussed in simple terms in a booklet recently released by the Frink Corp., 27-01 Bridge Plaza N., Long Island City, 1, N. Y. Written and illustrated by Don Herold, the booklet has a light touch and is entitled "The Facts of Light . . . or What Every Man Should Know Before He Gets Engaged (in Buying Illumination)." (Key No. 800)
- The problems of resurfacing service floors of various types are dealt with in a special bulletin, "Service Floors for Industries and Institutions," recently issued by United Laboratories, Inc., 16801 Euclid Ave., Cleveland 12, Ohio. Four general types of materials for renewing old floors are described and the conditions under which each type of material should be considered are discussed. (Key No. 801)
- Films selected by committees of educators from releases of the member companies of the Motion Picture Association of America are described in a new 100 page catalog recently published by Teaching Film Custodians, 25 W. 43rd St., New York 18, for distribution to administrators and those responsible for audio-visual education. (Key No. 802)
- Recent improvements in the Sarcotherm Modulating Outdoor Controls for heating systems are discussed in **Supplementary Bulletin ST-501** to its general catalog recently issued by Sarcotherm Controls, Inc., Empire State Bldg., New York 1. A revised chart of enlarged capacity, double seated valves is also enclosed. (Key No. 803)
- Cutaway views of various major manufacturing, processing and business operations are shown in a series of 21 by 22 inch full color enlargements offered by Armstrong Cork Co., Lancaster, Pa. Reproductions of paintings, the views show each process in several different lines and the only advertising is in the descriptive text at the bottom where Armstrong Cork Company insulations are mentioned. The enlargements should be especially valuable as a teaching aid and subjects covered include "How Frozen Orange Juice Is Made," "Behind the Scenes in a Food Market," "How an Office Building Operates," "How Cold Rubber Is Made," "How a Candy Factory Operates" and "How a Rayon Plant Operates." (Key No. 804)
- The new **Reference Handbook and Catalog No. 50** issued by J. A. Zurn Mfg. Co., Erie, Pa., contains mechanical and specification material, construction details, dimensional drawings and installation recommendations on when and how to install wall type plumbing fixtures and wall type closets. Data on the complete line of Zurn engineered carriers for wall type lavatories, urinals, water closets, service sinks and similar fixtures are included. (Key No. 805)
- A new concept in school shop planning and power tool use is discussed in a booklet, "The Flexible Shop," by David D. Girard and Frank L. Vail, industrial arts instructors, and offered by Magna Engineering Corp., Dept. NS, 417 Montgomery St., San Francisco 4, Calif. The basis of the discussion is the use of multi-purpose equipment to relieve common shop problems and permit new teaching techniques. Special problems of small schools, teaching techniques, machine changeover, tool and equipment storage and shop layout are some of the subjects covered. (Key No. 806)
- The new **Kliegl Catalog No. 54** contains information on all forms of lighting equipment, accessories and devices used in the illumination of stages and auditoriums. Containing technical data, clarifying details and illustrations, the catalog is designed as a reference book and is offered by Kliegl Bros., 321 W. 50th St., New York 19. (Key No. 807)
- Plans for a combination paper towel dispenser and waste receptacle recessed into the wall to save space in washrooms have been developed by Scott Paper Company, Chester, Pa., and are available from the Washroom Advisory Service of that company. The plans include a towel cabinet recessed flush with the wall with the towels dispensed at shoulder level and a waste receptacle, also recessed, at waist-level. The unit is 14 inches wide, 6 feet 2 inches high and 7½ inches deep. (Key No. 808)
- A great deal of helpful information on planning for proper lighting is contained in a small folder, "A Package of Lighting Ideas for Your School," recently released by General Electric, Lamp Department, Nela Park, Cleveland 12, Ohio. Photographs of actual installations with drawings of the type of lighting used and its installation are shown in one series while six actual color samples for walls with suggested trim colors and an explanation of the qualities of the colors are given in connection with a "recommended reflectance pattern" drawing and a chart showing "current recommended lighting levels for schools." The booklet is the result of a vast amount of research and study and should prove valuable to school administrators and architects. (Key No. 809)

• Printed in full color to illustrate the advantages of color conditioning for hospitals, schools, offices, auditoriums, cafeterias, and many other areas, the new 32 page "Du Pont Color Conditioning" booklet presents down to earth ways of making color work for you. Color Conditioning is a scientific painting plan resulting from many years of research in the functional use of color. Color as a means of providing a cheerful atmosphere, emotional relaxation, visual comfort and other reactions is discussed in its relation to the use to be made of it. The booklet is available from Department P.R.2, Finishes Div., Du Pont Co., Wilmington, Del. (Key No. 810)

• Full color illustrations show the new line of **Frigidaire Reach-In Refrigerators** for institutional use in the new booklet recently released by the Frigidaire Division, General Motors Corp., Dayton 1, Ohio. The new line was designed by Raymond Loewy, industrial designer, to harmonize with modern interiors. The many features, including large capacity, easy access to all parts of the interior, structural qualities and utility, are discussed and illustrated. (Key No. 811)

• The new Home Economics Teacher's Source Book, "A Basic Breakfast Pattern," has been published by the Cereal Institute, Inc., 134 S. La Salle St., Chicago 3, after a number of years of research on the subject of the importance of breakfast and breakfast eating habits. Edited by Dr. E. V. McCollum, Professor Emeritus of Biochemistry, The Johns Hopkins University, the book gives the results of surveys of breakfast habits, discusses a basic breakfast, gives charts on nutritional value of the breakfast, lists recommended breakfasts, and gives the story of the scientific study of the effects of altered breakfast habits. A bibliography is included. (Key No. 812)

• Why not plant a redwood tree on your school grounds? The Rare Plant Club, 208 McAllister Ave., Kentfield, Calif., has published a booklet on the subject entitled "You Too Can Grow a Redwood Tree!" The booklet sells for 50 cents a copy and is designed to further the growing of these trees throughout the nation. It contains all basic information on how this can be done. (Key No. 813)

• Full information on "Venturi-Flow Ceiling Outlets" is given in the new Catalog F-4085 issued by Barber-Colman Co., Rockford, Ill. The outlets are described as offering quiet operation, high diffusion efficiency, wide range of sizes of rigid construction. Diagrammatic drawings and sketches give technical and engineering data and six pages of charts supply performance data. (Key No. 814)

• **Catalog No. 50, "Selected Laboratory Equipment,"** gives comprehensive data on selected, current apparatus for research and routine laboratory work offered by Schaar & Co., 754 W. Lexington, Chicago 7. (Key No. 815)

Film Releases

"You and Your Attitudes," 1 reel, 16 mm., sound, fourth in the "Art of Living Series." "Youth and Summer in Sweden," color or black and white, 2 reels. "Animals Unlimited," South African game preserve, 2 reels, color or black and white. "Bantu Frontier," 2 reels, color or black and white. "Apple Blossom Time in Poland," 2 reels, black and white. **Association Films, Inc., Dept. NS, 347 Madison Ave., New York 17. (Key No. 816)**

"Wonderland of Vision," 16 mm., 2 reel, color, covering eye care and the making of eyeglasses. **Bausch & Lomb Optical Co., Dept. NS, 635 St. Paul St., Rochester 2, N. Y., or Better Vision Institute, Dept. NS, 630 Fifth Ave., New York 20. (Key No. 817)**

"Modern Dance and Classical Ballet" film program, comprising five 16 mm. films showing ethnic, ballet and modern dance. **Brandon Films, Inc., Dept. NS, 1700 Broadway, New York 19. (Key No. 818)**

Series of 35 mm. filmstrips on England, all captioned and with Study Guides, "The Lake District," 43 frames, "Wardshire," 36 frames, "Norfolk," 41 frames, and "A Century of Progress in Road Transport," 35 frames. "Wonder Jet," developments in the field of jet propulsion, 2 reels, 16 mm., sound. "In All Weathers," informative film on the use of radar for merchant shipping, 3 reels, 16 mm., sound. **British Information Services, Dept. NS, 30 Rockefeller Plaza, New York 20. (Key No. 819)**

Four 16 mm. sound films on child health: "Your Friend, The Doctor," "Let's Have Fewer Colds," "See Better: Healthy Eyes" and "Hear Better: Healthy Ears." "Why We Respect the Law," 16 mm., 1 1/4 reels, sound, color and black and white. "How Honest Are You?" 16 mm., 1 1/4 reels, sound, color and black and white. "Developing Your Character," 16 mm., 1 reel, sound, color or black and white. "Art and Life in Italy," 16 mm., 1 reel, sound, color or black and white. **Coronet Instructional Films, Dept. NS, Coronet Bldg., Chicago 1. (Key No. 820)**

"Little Red Riding Hood," 16 mm., 1 reel, color, sound. "Office Etiquette," for use in high school business courses and in business schools, 1 1/2 reel, black and white, sound. **Encyclopaedia Britannica Films Inc., Dept. NS, Wilmette, Ill. (Key No. 821)**

Filmstrip, "Broken Arrow," which digests, with pictures and commentary, for classroom use, the historical and social values of the feature length motion picture of the same name. **Films Incorporated, Dept. NS, 330 W. 42nd St., New York 18. (Key No. 822)**

Five 16 mm. sound motion pictures and 35 mm. silent filmstrips on "Child Development," textbook-correlated films on child psychology produced to accompany the book of the same name by Elizabeth Hurlock. **Text-Film Dept., McGraw-Hill Book Co., Inc., Dept. NS, 330 W. 42nd St., New York 18. (Key No. 823)**

"Pulleys Make Work Easier," "What Is Horsepower?" and "What Is Soil?" three black and white filmstrips based on articles in *Popular Science Monthly*, designed for General Science classes in grades seven through nine, each with 6 page Teaching Guide. "Pilot to Good English," series of six color filmstrips on "Learning About Simple Sentence," "Verbs, the Motors of Sentences," "Verbs and Their Subjects," "More About Verbs," "Other Words That Help Build Sentences" and "How Pronouns Help." "General Livestock and Dairy Judging," filmstrip series for agricultural schools, Granges and other groups. "Food Around the World," five filmstrips designed for grades five through seven. **Audio-Visual Div., Popular Science Pub. Co., Dept. NS, 353 Fourth Ave., New York 10. (Key No. 824)**

"Behind the Tourist Curtain," 16 mm. black and white sound film, 20 min., on European children today. **Save the Children Federation, Dept. NS, 1 Madison Ave., New York 10. (Key No. 825)**

"Golden Book Series, Set 2," eight color filmstrips for beginning reading classes. "Products and Industries, Set 3," six filmstrips for social studies. "Speech: Using Your Voice," fourth in speech series films, 1 reel. "Airplanes and How They Fly," 1 reel. "Bicycle Safety," 16 mm., 1 reel, sound. **Young America Films, Inc., Dept. NS, 18 E. 41st St., New York 17. (Key No. 826)**

Suppliers' News

Automatic Pencil Sharpener Co., manufacturer of pencil sharpeners and related equipment, announces removal of its offices and factory from 1801 18th Ave., Rockford, Ill., to 336 N. Foothill Rd., Beverly Hills, Calif.

Royal Metal Manufacturing Co., 175 N. Michigan Ave., Chicago 1, manufacturer of metal furniture, announces the election of **Hobart A. Green** as president of the company. **Joseph K. Salomon** has been elected president of the two Royal Metal subsidiaries on the West Coast.



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Please ask the manufacturers, indicated by the numbers I have circled, to send further literature and information provided there is no charge or obligation.

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NAME	TITLE
INSTITUTION	
ADDRESS	CITY ZONE STATE



Leaderall moulded plastic unit ceiling at Electric Supply Corp., Chicago. Approximate area 6,000 sq. ft. Average intensity 50 foot candles. Light intensities may be varied, however, without visual effect. Indicated framed area of 4 sq. ft. Light source is simple, fluorescent strip with reflectors. Architect . . . Mr. Vic Charn.



An ideal Leaderall installation would consist of fluorescent slimline strip with reflector mounted to ceiling, plus Leaderall plastic ceiling grille installed below. Leaderall grille is easily removable for quick relamping. Grilles provide more apertures per foot for maximum "sifting" of lamp rays and greatest shielding of lamps. Units with 40" cut-off available in 2' x 4' or 4' x 4' sections. Other sizes and curvatures custom made. Plastic is destaticized . . . dust resistant. No interference with sprinkler system or air conditioning.

Leaderall

Illuminated Ceilings . . . Modernize, Beautify

Spreading a soft glow of even light from wall to wall, Leaderall ceilings simplify decorative planning two ways: They add a cool, quiet modern note to the completed decorative scheme! They cut remodeling costs by permitting old ceilings to be used without change!

EASY TO INSTALL —

Section after section of Leaderall moulded plastic units are hung on adjustable tie rods at any desired distance from present ceilings. New ceiling is absolutely even . . . All reconstruction costs normally due to different ceiling levels or other structural difficulties are avoided! Write for full information.

Sold and installed only by the better electrical wholesalers and contractors

Leader *America's No. 1 Lighting Equipment Manufacturer*

LEADER ELECTRIC COMPANY • 3500 NORTH KEDZIE AVENUE • CHICAGO 18, ILL.

Leader Electric-Western • 800 One Hundredth Avenue • Oakland 3, California
Campbell-Leader, Ltd. • Brantford, Ontario • Canada

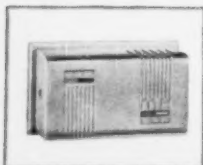
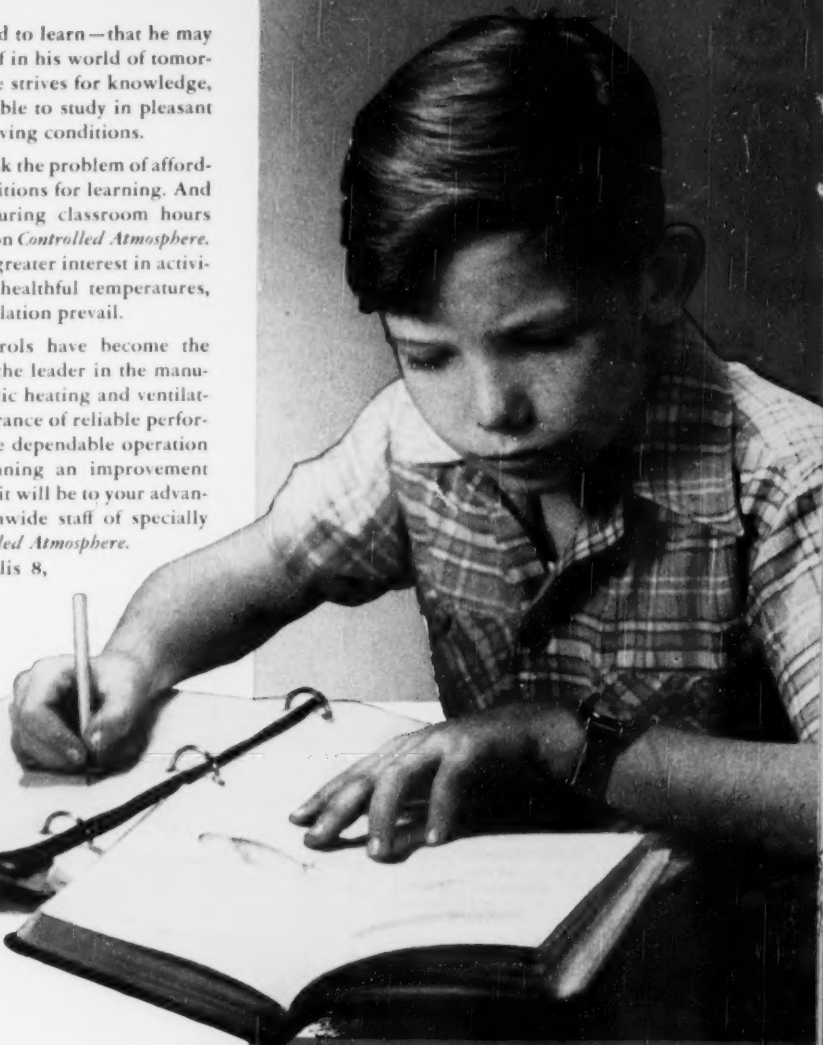
NOSE IN HIS BOOK....

Mind in the Clouds?

NOT this boy. He's studying hard to learn—that he may make a substantial place for himself in his world of tomorrow. Many advantages are his as he strives for knowledge, including the advantage of being able to study in pleasant surroundings, under ideal health giving conditions.

Educators, today, have taken to task the problem of affording students the best possible conditions for learning. And to insure alert, attentive minds during classroom hours much attention has been focused upon *Controlled Atmosphere*. It has been found that pupils show greater interest in activities—advance more rapidly when healthful temperatures, correct humidity and adequate ventilation prevail.

In this regard Honeywell controls have become the standard in the school field. Long the leader in the manufacture and development of automatic heating and ventilating controls, Honeywell offers assurance of reliable performance, greater simplicity, and more dependable operation with less service. If you are planning an improvement program or a new building project, it will be to your advantage to consult Honeywell's nationwide staff of specially trained field engineers about *Controlled Atmosphere*.
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"Guarding America's Health With Controlled Atmosphere"

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